Clops and Sneetches
Twenty degrees of frost—and a brisk walk over the Harvord Bridge across the frozen Charlea River—serve, if nut to clear the mind, then at least to produce a bracing senso at sharpness.

The great puodita of the testing business, long entrenched in their East Coast citadels, foresea yet another jagged reef towards which English education is drifting. Ten years upon the new wava of reformers in the United Sintes were still urging that England should not repeat the classical errors of Americuo progressivism, by drifting inindessly into a sloppy consonal the standards for which England when the bashful envy of the world.

Things, of course ore different services in the Course ore different services and the standards for which England when the bashful envy of the world.

Things, of course ore different services in the course ore different services in the course ore different services. The comminist plant is familiar restrum—in involve parents, the comminist, pudicions, in defining subject by subject by subject by subject by subject what succepts reade in the containty children to be able to du. Thin should revisably be part of the Great hebate.

It is accompanied by new inproaches to evaluation, of which is good example is the Ford-Carnegio project called TORQUE (wait for it: Tests of Reasonable Quantitudiva Understanding of the Environment). It already has polyglot packages of materials, including manches of the involve parents, the comminist project what succepts or different in the difficient to be able to du. Thin should revisably be part of the Great hebate.

It is accompanied by new inproaches to evaluation, of which is good example is the Ford-Carnegio project called TORQUE (wait for it: Tests of Reasonable Quantitudiva Understanding of the Environment). It already has polyglot packages of materials, including many and it is accompanied.

The Coreal here acches, trade mains, path in defining subject by subject what succepts or dilutes to du. Thin should revisably the comministic stantage i

world.

Thiogs, of course ore different aow. Black Papers have done their work, Primo Ministers orate, the DES is reorganized, the Great Debato is about to breek, the Assessment of Performance Hair labour to the court of the c Assessment of Performanco Unit Before Tamoside—well, since Cocis born, the citizens of West Sussex kerton in 1899, anyway—it was stamp their fact in rage (TES, December 17, 1976). And so ataudards are back, and essessment with them.

with them.

But the first message from thus a who have lived through the testing frenzies of the United States is:

Be caraful. Objective testing now enjoys a thoroughly unflanering press: like equality, or continual reform, or programmed leoning, or almost anything else, it has gone as sour as last wack's milk.

Norm referenced testing is Norm referenced testing is alespised as worse than useless, and



was going to collaborte the

great cities in the United States theis-size aloud to abandon it. In hs place may soon arise a better doctrine therter for how long, one wanders) that the first requirement, conting in every sense before assess-ment, is that the schools should get clear what they are trying to the before anyone starts testing it. So an attempt most now be made

-and here accountability marches on in take its familiar restron-in

Before Tamoside—well, since Cockerton in 1899, anyway—it was fashionable to assert that the courts in this country did not methile with education, whereas in the USA they constantly do. Because the Boston School Comodatee will not obey the law, one of their high schools is now in receivership, and all of them are held compulsorly reorganized in accordance with the detailed prescriptions of the redoubtoble Judge Garrity.

One of the keys to this remganization lies in the concept of Magnet Schools to which pupila will actually want to go for porticular courses, and so crose the lines of racial division within the city. Not altogether good news however for the whites of East Boston, who had already lost their living space to land-hungry Logan Airport and mutil recently feared that their one high school, which was to have become a magnet school, would be swemped with children from other ports of Boston leaving no space for their own children. will actually want to go for porticu-

their own childron.

One trinnel connects insular East Boston and the alreport with the rest of the city, and the last time the locals got good and mad they blocked it. Chaos, so it is gleefully reported, tailed all the way back to Headirow as pilots without a tunnel could not get in, and planes without pilots could not get out, and other planes without space could not get in. Somebody relented last May on the school issue—but what will they do in Buckinghaushire when Shirley's Act is hunted at them by Lard Denning? Block the M40 at High Wycombe with crates of gin and tonic?



Horizontal and vertical

I always though! that herizontal and vertical were metaphors only, at least as the terms are applied to the organization of large comprehensive schools. But e splen-didly impressive school, built about five years ago in one of those plusher New England townships which estata agents understandably confuse with the Elyslan Pielda, demonstrates that the inctablior car ha given literal transformation (on which important matter, see "Flutes and Jugglers" below).

This is a school for 2,500 pupils This is a school for 2,500 pupils which takes two words seriously: the one is "comprehensive" mid the other is "size". Nobudy noeds to be reminded that comprehensive is one of the most treacherous of words, but people really will not leave it alone. Some in the United States are crying back to Dewey, and arguing that for a high school to be comprehensive it must contain courses of all types, and not offend democracy by segregating, in separate institutione, technical chication for the midelescent.

For them, technical college is os

education for the adelescent.

For them, technical college is on much an offener to comprehensivism os the grammar school, and they do hove a point. In this scales bight school (roughly 16-19); they have not made this separation. Instead vocational and professional education (not to mention our fricods the Needs of Industry) ore established at the base of the school and not only philosophically—the car maiotenanca bays are in the hasement. In consequence many more able students develop a strong interest in technical studies and are not seduced by the pure delights of a general education.

It oil serves es another reminder.

It old serves es another reminder, if one is needed, that curriculum and organization contain meny of the class to the Bredler and Arterican disease of thinking that ill paid white collar jobs are better than well paid blue collar ones.

forces Boston University to tako to dry rowing. Below: tobogganing under the Cusious House tower.



school really gues to town. I have seen few examples mywhere of su massive an effort by architects oud plenners (even if the air conditioning is not oil that it might be) to apply educational and administrative principles. The herizontal organization and design is by subjects and departments: the recluical departmont on the ground floor, science on the first (nlong Main Street, un less), ond eo m.

less), ond eo mt.

So there le the head of department countaining his horizontal territory. But there is also a (literally) vertical division, with a good Oldo English housemaster ruling over an upwards slice of territory from his command post on Main Street. There is a silee of house territory on each of the specialist floors and in principle house children and house staff work in that area.

The house therefore become chiciple, and quite often in ve lice-a real renumnity lier—a real remeaning for being, and not just for being, and not just for being, and not just for being, and not make the following does not teach at all and have full-time crounsellors to ask to the counsellors, paradoxically teach o little—although one say to devote his total pedagogle of the human sexuality (not available for Suphamures, however). Well, nothing is perfect bear

Well, nothing is perfect, but it school is at least n bold enemy, think and art creatively about prablems of size. An mean a trast to some of our own assumptions that organizations assumptions that organizations in actor it are the second organizations. pastoral problems can be solved paperwark, or to the recent dentism of Lancushive's education who would propose to dispe-large schools altogether.

How good it would be if me holy were to spend just a holy money, but quite soon, on the phileur of how to make large show

Flutes and jugglers

There is nowbere quite like in it. If you could mix Oxford (who strong clash of Lewis Carroll is. New York Review of Book, as Ecole Polytechnique in Park in the Penisaron, some process. ntents of the Pentagon, some will flavoured chapters of C. P. Soi, a dosa of Dr Who, and sit ris-ously — you might get somewant

near it.

Nothing is impossible, and it really is the message, An solitary Englishman, I sit at in a room and note, efter fits mutes of inexplicable quessies, in the clock is going beckward, Southborate joke—or was it? Of of the papers under discussed in the Figural-Formal Transactor.

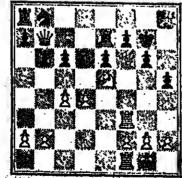
n Parable of Generative Metaphor! n Parable of Generalive Metapor,"
We start (but of course) with the star, and the star bell-paths and felt-paths. This leads (but of course) to the work of a researcher who is particular the star, and the sector, and the star of t richpant-observer in a flute fectory. There cannot be many of him had thou, on to praise for an observed but thesis on how a non-page learns to jurgle. I place with the large learn awake all he me. The chuck has moved backwake withole hour, Time to go hass.

Harry Judge

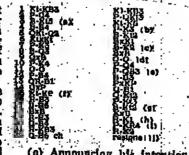
Next week

PRIMARY SCHOOLS Inside the classroom: In the first of n two-part survey of what goes on in junior school, Virginiu Maklus looks at some of the reality behind the rheloric of the Great Debate, comprellion: full Review competition: in details of a new book review competition for review ren, with £200 worth of primary, banks. TES Exire : Primary beaks.

Finol Position



number of resources which might beye saved him right up to ebout haliway through the whole game. White:— Mobriok. Black — Res OP Queen's Indien Defence



Educational Supplement Figure 11 1977 NUMBER 3219 THE TIMES Supplement

State of the primaries

Considerable in secondary schools is defined this week in a reput from Her Mujesty's Inspectorne during achools it judges to be "above average".

The key to a good secondary schools it judges to be "above average".

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The key to a good secondary schools it judges to be "above average".

In one school at least of successful teach and the put their own pulleds indo practice, Their sympathy of leadership of the head, Without secondary and the pullity of leadership of the head, Without secondary and the pullity of leadership of the head, without assent and the put their own pulleds indo practice, Their sympathy of integration and administration and administration and administration and solve their assent and the put their own pulleds indo practice, Their sympathy of integration and administration and administration and staffs bevariand the pastored demands on teaching and parents, to with the sacent and the put their own pulleds indo practice, Their sympathy of the leads and staffs bevariand the pastored demands on teachers and their dedication to their assent and the put their own put their present their dedication to their assent and the past their dedication to their assent and thei

relief to teachers. "Notbing sold le to be construed as iotplying Government commitment to the provision of additional resources", it

The staff in the 10 schools era not sopermen—at least not on paper.
The Inspectors find their lottled quelifications onexceptional and they had not always had much

experience.
About half were nodar 30 and very few over 50. Fewer than half had served in the schools for more than five years and 63 out of 87 new appointments in the past four past sour

Great questions The Department of Education and Science has published 16 pages of questions for the Great Debate regional conferences page 3 Paying for Oxbridge Mr Gordon Oakes has asked the vice-chancellors of Oxford and Cambridge to meet him later this month to discuss coilege fees, in a private the control of the document the two universities have agreed to disclose as little as possible in the hope that their income from public funds will not be distincted. Sixth sense lier system

Are eight form colleges the susper for secondary achools with felling numbers of 16-year-olds? Stephen Cohen looks at Nottingham's Iwa-

Substitute mums

A London survey reveals a growing damand for childeninding and recommends sweeping chonges to improve standards end stains.

Fit to teach?

Sir Arnold Weinstock, manoging director of GRC, cloimed last week that too many teachers were unfit to teach. Youth Charler Conforence

Going down

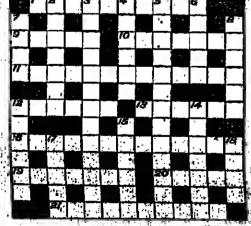
Three-quarters of Notional Associa-tion of Schoolmasters-Union of Womon Teachers members think otandards have dropped, while 61 Text tent think its their own fault

Mental notes

The way musical composition per-formance and ouditory response ero affected by physiology is examined in a new collection of studies in the neurology of music, reviewed by Robin Maconie page 20

Sixeen pages of textbook reviews sod erticles about the theory and practica of primery education pages 37-52

Crossword No 1,071



Across.

るう

1 Unchicking Cidas 20 A very dark skin, 1,070 camel (10). one would think (5).
9 Illogal takings (8). 21 They often fly whee 14 Abit and 1,070 (7).

elegance Down

(10, 3), 12 Warsew 12 Warsew
(6).
13 A double for Frank
Wott (6).
16 But such picture tal valley to an originatories are not all gardee (2).
16 necessarily take-offs 3 Central heating system? (3, 5, 5).

support (10)

7 Remnant achieved by writing cheques

8 Fair way to describa Polly (6). 12 Father's cookery

effort (6).

14 "For the sad old earth must borrow its mirth But has enough of its own!" (Welcox) (7).

15 But does one's life work have to be a rush? (6).

17 A line for a sallor (5).

duck of a pirate

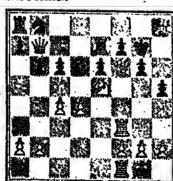
Chess

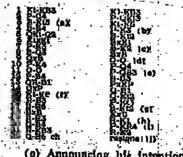
Passive Defence is no defence. The art of defence is on the whole more difficult than the art of attock. The reason for this lics in the very word defence. To the inaocent and the inexperienced it implies a procedure by which one elde is fedding off the oaslaught of the other and is concerned with nothing else.

But nothing could be further from the strategic truth than such a policy which is a pessive way of thinking end inevitably leeds to e passive position. I have jost count of the games that I have seen jost through passive plays both in local and in international chass and though it would be an exeggeration. though it would be an exaggeration to say I have lost such a count as regards my own play; I regret to admit that the total would be uncomfortably large for my amount propre.

propre.
This is in fact o human falling but This is in fact o human falling but its humanity is no excuse. Whenever you think of a passive move in defeace, or, etill better, wheoever you think of a passive plan of defeace, spood as much time as you can in thinking up a more active move or plan.

Naturally, this depends to a large extent on your heving adopted o bealthy line of play in the opening. Look of the following geme which was played or the Halfo Olympiad 1976 and see how Black gets into trauble through pessive play end how, despite all this, there are a





(o) Announcing his intention to attack from the vory start. Strele-

(b) Another good line is sured by B-Ki2.

whose olled by his opposite will be proceed during the pear concerned now 15 ... BxKT; 16.PxB, will be be and attainments in the three Rs, 17.KR-Q1, Kt.B4; 18.O.B3, the specially reading and writing.

17.KR-Q1, Kt.B4; 18.O.B3, the specially reading and writing.

19.O.Kt4 and Black will be will be a specially reading and writing.

19.O.Kt4 and Black will be will be a specially reading and writing.

Harry Golos

What is happening in Britain's primary schools? Virginia Makins went to 10 of them to find out. Her first report—The worst of both worlds?—starts on page 17. (b) Another good here is sure that the properties of the primary perspective and body of the past of the primary perspective is local to the special personance of the primary schools.

(c) I have played here 7 here is the greater of the primary personance of the primary personance of the primary schools.

(d) Again a passive some and the should have made to the crid of the war. Some played 11 her should have made some made by neglecting essential equality.

(a) The primary personlified out the years of severo staffing shortage and rapid teacher turnover which compounded shed difficulties of detornion inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her investing inner cities and rapid social change.

As overybody knows (end nobody her instance in the primary schools are undoubtedly going to come under severe pressure os the like schools are undoubtedly going to come under severe pressure os the like schools

voiced during the year concerned

O. Kt4 and Black was known attention to various articles in this fend off the coming was a strength of the coming the strength of the coming the strength of t t. is appropriate, perhaps, to begin to 20.0 R4

(i) Weakening his kingside by the progressives, the same misgivings were 22.0 R6 cb, winning the Queen kingside by the progressives, the same misgivings were eventually mating black. Rathe foars were hitched to doubt about progressive mating black. Rathe foars were hitched to doubt about progressive mating black. Rathe foars were hitched to doubt about progressive mating black. Rathe foars were hitched to doubt about progressive mating black. Rathe foars were hitched to doubt about progressive methods and other diversions from the KK2: 25.0 K8 th, KR2: 26 Durstiis; Then, as now ch, K-R2: 28.R-KR3.

Worst of both worlds? page 17 Primary books pages 37-52 Children's competition, page 38

existent Golden Ages is os old as education itself. The Bullock report on A Longuoge for Life mode the point in its opening pages by showing how closely the complaints of industrialists in 1975 echoed those of witby methods and other diversions from Both groups of complainants had fixed in Burstills. Then, as now, there were their minds the notion that things were their minds the notion that things were discovered from the schools in 1952 had 30 odd years before. No account of research emerged from the disruption of waror delailed examination is more ite in the foce of such a deep seated human

which compounded the difficulties of detorioroting inner cities and rapid sociel change.

As overybody knows (end nobody be Great Debate works itself out. Virginia the word blind are being developed its the the Helen Arkell Centre in page 26. the Black Popers have all combined to Extra restrict the eibow room of the freer spirits, and strongthen the haods of the treditional-

In all these things there is a constant abb and flow: the tide is abbing at the moment, and attention is focusing more on formal and flow: the tide is abbing at the moment, and attention is focusing more on formal processes of learning basic skills and lees on the lotal package of experiences a school offers to stimulate the will and appetite for learning. In the process come of the non-scool is likely to be swept away; but some of the excitement, too.

Comment by Rebin Weod, thesite by John Peter, 86; broadcasting, the Education Debale, health and leasers, 87; Breok, crossword, mathing the formal by Rebin Weod, thesite by John Peter, 86; broadcasting, the Education Debale, health and leasers, 87; Breok, crossword, mathing the formal course will introduce school teachers to the basic.

"Assembly Language for School Teachers, This course will introduce school teachers to the basic concepts of a low level language"—Description of a course offered by the department of mathematics at Bolton Jostitute of Technology.

Libertelly 1977. Printled and Published by Times Rewandpury Limited at New Printing House Square, Gray's Jun Rose, London Willy and Printing Printing Research Designation of the Post Offices Second-class pushed paid by planet and Mark England, Printing Pr

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Speak now or ...

for the regional conferences this month and next, clearly contains the nutlines of en enterging policy (pege

exposition of topics for dobate it reads more as a proposol with which psople are being asked to agrec. Not altogether amprishigly for a

Pick of the week

k- 10 fraition in practice by local state of the content of content of content of content of content of the content of the cathing force and therefore entry requirements should be raised, in-service troining in aisted upon and experience of twork considered as a necessary qualification. Pourth, greater uniterstanding of technology and industry must be built into the curriculum and links with local industry built up by schools and local authorities.

The cautious wording of the section and the curriculum suggests that children use and the surface of technology and industry must be built into the curriculum and links with local industry built up by schools and local authorities.

The cautious wording of the section and the curriculum suggests that children use and the surface of twork are trained to the section of the section and the curriculum suggests that children use and the way in which they construct their avareness, their sensitivity.

My favourite abservation of longuage in school was Tony, a six-year-old who seemed to be involved in a battle with his pencil as he reled to put down some thoughts on Educating our Children, the back- to fruition in practice by local ground paper published by the DES authority arbisers and lifer Majesty's luspectors. Third, the

scustoment to draining White Papers than asking the public for their views, it lopses frequently into a prescriptive tone: "The creation of regional coordinating mechinery in rotionalize such provision (of inservice training for teachers) is acrived training for teachers is ort of mluefield they are treeding. They are careful to avoid drawing give due weight in fixing their priorities for acconducnt and inservice training for teachers to the service training for teachers to the numbers of improve knowledge and understanding of industry."

The four main ribs of the policy chow through the gloss of consultation. They are first, in the cautious wording of the sections wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public for the cautious wording of the section on the curriculum suggasts that the public the public for the cautious wording of the section on the curriculum suggasts that the public to put down sume thoughts on that the policitions on dadministration about a set place of the debata have tors responsible for atage manegling this next phese of the debata have sort of the debata have sort of the debata have substituted to put down sume thoughts on the relief they are treeding. They are careful to avoid drawing as better the section of the s The four main rihs of the policy ehow through the gloss of consultation. They are first, in the internate of evening up standards and improving tronsferability between atages of education and mreas of the country, a common definition of the irreducible ministrates administrating a netional service.

**Willa. But there is too an evident of Meoning is an investigation into children's use of language and its introduced in the local authorities. Indeed throughout the document leases are by implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at an investigation into children's use of language and its implications for their laerning at attention paid to the local authorities. Indeed throughout the document lease attention paid to the local authorities. Indeed throughout the document lease attention paid to the local authorities. Indeed throughout the document lease attention paid to the local authorities. Indeed throughout the document lease are large.

definition of the irreducible minitourn which the curriculum should
offer to every child is needed and
should extend heyond matha and
should be of a guoranteed quelity.
This means monitoring the whole
system, monitoring individual childreo by their own teachers and
public exams I there is a strong preference for a group certificate at
16-plus; all this policed and brought

tretes administring a netionul ssivice.

It will be interesting to see if the
authorities ore so snarled up with
their budget and managemant
their budget and inanagemant
was to lisve nursery education or
not). Beccause of the large quantities
of dota that would be kintwn whether the
dota the the acts two months
the debeta in the next two months
and 32 who were intered in instance of the large of dota that would be kintwn whether the
was a close study of the
was a close study of

Pressed into the ring for the Great Debete this weok was an HMI sure out the trace of the country was to be a called Common Ground but it epipeered this week under the punchien title I an Good Schodls. The Iuspectors may not have exactly token off their gloves for this bout, but they're beginning to give the mapression of heving slipped horseshob into obc of them.

Notwithatendlog that inevitebly many of their conclusions ere billadingly obvious, thera is much to be said for restaing the idea that good schools depend forgely on toemwork, adadication and leedership. The report shows some of whot this means in prectice—taking care of probationers, good dependential teemwork, discussing work and making sure everyone knows what is expected of thao. It also gives the needs and spiretions of children rather thon to any particular theory or ideology.

There is no suggestion that these In order to study the affects of

Know what I mean.

I imagine that ell parents—and most teachers—collect, almost sub-consciously, the sayings and obser-vations of the children with whom they live and work.

Indeed the fact that children can be encouraged to talk about things of which they have little experience has even been used by BBC produccers in hring a touch of contenty (or

My tavourite abservation of loa-guage in school was Tony, a six-year old who seemed to be involved in a baitle with his pencil as he tried to put down some thoughts on paper. In the milist of his struggle a visitor asked why he was talking

Dr Joan Tough's racently published research in The Development of Maoning is an investigation into children's use of language and its implications for their laerning at home and at school. This atudy is accordable as consulate an opening into educa-

The basis of Dr Tough's reaserch was a close study of the language used by salectsil groups of children from the age of three (when it would be kindwi whether the children th

HENRY PLUCKROSE reviews some new research which looks at the effect

of young children's environment on the way they express themselves

Children as her first language. Children from English speaking minurity groupa were olso unitted hecause it was felt that the use of non-simulard English in the home night, in the final analysis, prure somewhat can-

It would be inappropriate here to It would be inappropriate here to comment at any length on the methods used by the researchers. Four groups of 16 children were established, two satisfying the criterio for description as "ulvantegad", two for description as "ilisadvanlaged". Data from a further 16 children who might be needed us raplacements was also collected.

Throughout the hook, examples of children's language—often dialogue—ere used to clarify and vivify her observations. This has the effect of making academic research comprehensible to a much reder readership than might other. wider readership than might otherwise he the case.

But what conclusions does Dr Tough reach—and what are their impliculions for those of as who work with young children? Perhaps the most significent is that the major difference between children in the edvantaged and disadvantaged groups was the way they used language for particular purposes. "Whoreas children in the advantaged groups enticipated the kind of appropriate responses that kind of oppropriate responses that were duce very abort responses that were often of e different character from the responses that would be expected by touchers as apprapriate pected by touchers as apprapriate

At the oges of five and seven children from the disadvantaged group tended to produce administ responses using less emplex language (which in turn implied less complex thought). But does this represent a lack of awareness and a children of the order to the children of the order. shallowness of thought or the in-ability to perceive that extended thinking is relevant or unampriste? The question is the author's, not

The danger lies in our judging a child simply by the limited mature of his response. If the disadvantaged child can be linguistically extended, Dr Tough continues, it will imppen when he feels satisfied with the

eppropriateness of his well achool and with the relation, he enjuys with his teachers. The plientions of this observation of the continuous fur-reaching.

The Great Deleate on education was taken further along its course this week with the publication of 16 pages of points of information and questions from the Department of Education and Science Should we currently be lower nur attention on standards in the Education and Science. ur on the underlying name school society? Is there my po Educating our children, o paper in pouring scarce resources in schemes for language curlebases; in pouring scarce resources in schemes for language curlchaetis teacher and taught function it level where hanna contact (to reason for imaginge) is at a min main, where the ethos of the less than it is to suffocate with the interest of the less than to suffocate with the interest of the less than the les

Those now onguged in the debut and industrial and i

ignore this book.

One interesting sepect of the two under each of four headings, research is that atendance stage the sery school (11 of which were the sery school (11 of which were the sery school study) did not be the included in the study) did not be the sains and content of a core curriculative of overwhelming evident by the name of the problems of disadvantal title problems of disadvantal of Performance of Pupils in Children at later stages.

Coinclude this book.

The questions split neatly into under each of four headings.

The school curriculum from 5 to a sery what should be the sains and content of a core curriculative that experience in number of management and how best can an agreed the problems of disadvantal of Performance of Pupils in Children at later stages. ocadenic and professional require-under "Assessment of Standards of Performance of Pupils in the initial troining of teachers; ond, in particular, what implications do

Gains had been made-burbyth those who had not underlate it pringrantine. But to avaluate outer schools lu these terms is a the sense-for their importance is it cducation of our young children by -ruther than purely scadem

What is needed is to create

What is needed is to create in our nursery and infant schools as embling environment—one in which we foster the potential chikeron have for using language as a means of thinking and commands calling.

Certainly Joan Tough's research is one which ought to be tead by all who are concerned with the close than to my visitor. Perhaps it into any visitor. Perhaps it i

Henry Pluckrose is headmant it. Prior Person Primary School of "The Devolopment of Meming he Inan Tough is to be published to week by George Allen and Vacablack Edgs."

major obstacle to continuity.

Fourth, that in e much more mobile actety different teaching approaches or methods as between schools can lead to a break in leorning on the part of the child slaunty because he has moved from one area to another.

A good deel of the doudle centree on the need for a common correctium for for at least a common correctium for for at least a common correctium for for at least a common correctium wholly laterchangeable; a common curriculum may imply maintaining the state educational pattern for all pupils with little choice; but o common correction often suggests en irreducible with little choice; but o common correction of the suggests en irreducible of the suggests of irreducible of its suggests of i

l. The curriculum

The school curriculum should give children an understanding of the conomics of cveryday life and the role of industry end commerce in sustaining our standard of living, the paper says. Criticism of what is taught in schools stems from four main anxieties."

oge of seven the differences at a long of the longer of statistical significant of the longer of the longer of statistical significant of the longer of statistics of the longer of the longer of statistics of the longer of the longer of the longer of the longer of statistics of the longer of the longer

tion are affected. Teschers who are under-equipped and insecure in their specialist kinwledge can hardly help a cstricting the range of work strempted, and are unlikely to offer the sdmulus or the example of personal eathusiasm which might fire their pupils' efforts. Nor, lacking a sufficient framework of reference, can they castly arrive at effocdva methods of ossessment.

Assisting the schools, by means not be conjudited in the conjudition of t

ore individual pupils progress-

Defining the essendsi needs that the curriculum has to satisfy is a necessary prefude to ochleving that common guarantee of quality mentioned earlier. Such a guarantee must be evaluable everywhere in the country.

leavers and what contribution con influstry make to education?

an exchange of view with parents,

ing in the acquisition of basic skills and, more generally, how is the school system as a whole peris a find common ground on what is best suited to meet the educational needs of our children." forming?
Under "The Education and Train-Ing of Teachers": Whot steps con be taken in ensure that all tsachers receive the in-service training and After the conferences the Department will publish a discussion document for further debate at national

"Equally clearly, the executive bas heen porticularly mindful of the effects upon teachers' living standards of the continued high rate of infistion..."

Great Debate: 8 questions . . NUT leaders press for end these have for entrance required to restraint on wages

Life ": "They best can children be educated towards an awareness and understanding of our technological and industrial society and of their own role within it and how can employers make the best use of school leavers and what contribution can industry make the best use of school leavers and what contribution can industry make the best use of school leavers and what contribution can industry make the best use of school leavers and what contribution can be seen recommended to member of the Nutional Union of Russin College has shown that the numbers of the Nutional Union of Teachers by the union's executive.

The NUT conference in Easier will be asked to introduction the introduction of the introduct Teachers by the union's executive.

The NUT conference in Easy-bourne at Easter will be asked to support a planned retorn to free collective bargaining in the next phase of the Social Contract. A memorandum from the executive to memorandum from the executive to the support of the union's salary parent with intended in the last two incomes policies.

"Indeed, the introduction of the last two incomes policies."

"Indeed, the introduction of the last two incomes policies.

"Indeed, the introduction of the last two incomes policies."

"Indeed, the introduction of the last two incomes policies."

"Indeed, the introduction of the last two incomes policies."

"Indeed, the introduction of the last two incomes policies."

"Indeed, the introduction of the last two incomes policies."

the conference recommends that the relative salary differentials herween teachers and other groups of employees should be maintained.

The maintain the relative solary levels achieved by the Houghton and the subsequent arbitrarily arbitrarily and the subsequent arbitrarily arbitrarily and the subsequent arbitrarily ton neard and the subsequent arbitration of 1975.

The executive believes that a major weakness of the last two incomes policies has been that thay have related been provided.

comes policies has been that they have related pay norms to expected future rates of inflation.

Subsequent price increases have proved to be higher than anticipated, so in any new incomes policy, the executive is convinced that if the trado union movanent meets its part of the social contract, the Government should provide firm guarantees that there will be no reductions in real carnings if pricess rise higher than expected.

Another memorundum published hat week recommends that the executive should continually efforts to ubtain a retirement age of 60 for men teachers with an option of

for men teachers with an option of voluntary retirement et 55.

Children labelled "poor" or "reluctont" reoders by their teechers are as capable of writing good, grammatically correct essays as tha "exceptionolly good", according to the magazins Where, published by the Advisory Centra for Education.

An emplysis by the Netionol Children who were generally productive in class were more likely to be given good all-round reports, including good reports on their use of books, asy the NCB. Children who wrote shorter essays were less that the wrote shorter essays were less likely to be given good reports for reading in cless, but they might be keen readers at home end grod

The final heading, "schools and working life", is concerned with whether it is true that achools beve lost touch with some of the reolities of life in a modern industrial

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of liteir papils leaving school without proper career

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tand leadership. The reer so some of which it is measure
group income what is expecgroup in the regroup in What some educational administrators fear most—the heirs to the Alec Clegg tradition who still survive in the grey days of corporate management—is that the "back to the basics" movement here (as necess the Atlantic) will simply sanctify the dull and unedventurous. After all, most of the widespread non-learning which now takes place goes on in fairly formal schools; the progressives never enjoyed tha triumph for which they ure credited; most schools are still fairly formal. Whet many will deduce from the present hullebalco to the wisdom of keeping their heads down. management—is that the "back to the basics" movement here (as necess the Atlantic), will simply sanctify the dull and upedveiturous. After all, most of the wide apread non-learning which now takes piece goes on in fairly formal schools; tho progressives never enjoyed tha triumph for which they nor credited; most schools are still fairly formal. Whet mmy will deduce from the presont hullebalco to the wisdom of keeping their heads down.

The irony, of course, is that in the past year or two standards" have probably afreedy begun to limprova. Mrs Williems bes indicated that this is what the Inspectoreta's surveys will show when they even the light of day.

The irony are taken significant stops lo thet addirection, and will cootinue to do curriculum.

There is certainly e good case for regular mointoring using the light sampling techniques on which the Assessment of Performance Unit is converting. This will make it possible to chart the patient's temperature of the problems of the Huddersfield in the said until the curriculum or threatening that this is what the Inspectoreta's standard tests which made all the light of day.

There is certainly e good case for regular mointoring using the light amplies on which the Assessment of Performance Unit is converting. This will make it possible to chart the patient's temperature of the problems of the Huddersfield In School of Music It is surely quite unitair to single out for public comments upone colleague from among the light that this is what the Curriculum or titreatening and kid themselves it was tinkering proval. The meny who have been involved in the effair es does Mr Fowler (Jonuery 21). The problem is complete the meny who have been involved in the effair es does Mr Fowler (Jonuery 21). The problem is complete the meny who have been involved the meny who have been lived the meny the meny one colleague from among the meny who have been lived then the meny the meny the me

"mercy killing".

Protect doctors end nurses from More letiters, pages being reduired to end life for More letiters, pages

trivial reasons as by current and the bullect names, will savance us sufficiently far in the analysis of oeeds.

Support sound sex education is his necessity, the paper says, to school childran, and support increasingly unscrumbed for the support sound and experience of e sufficiently thris who encourage produced and demanding renge of language? Can most of the pupils the latch hazards surb as the health hazards surb as the health hazards surb as the subject to eoyona with the analysis of oeeds.

All these objectives must be surfaced for the pupils health hazards surb as the surface of ending the surface of ending the surface of the pupils health hazards surb as the subject to eoyona with the surface of the surface of the value and singlificance of what the value and singlificance of what they teach and how it contributes to the sum of a full education.

The present debete may be exported to lead to e new order of profitical end even the new demands, priorities end even the new demands, priorities end even the new demands, the sum of a full education.

All these objectives must be sufficiently with the sum of a full education.

The present debete may be exported to lead to e new order of priorities end even the new demands, priorities end even the new order of the pupils.

Scondary school curricule also the value and singlificance of what they teach and how it contributes to the sum of a full education.

Simms's stetsment that the pupils of the pupils in the sum of a full education.

Summa's stetsment that the pupils of the sum of a full education.

Summa's stetsment that the pupils of the sum of a full education.

Summa's stetsment that the pupils of the sum of a full education.

Summa's stetsment that the pupils of the sum of a full education.

Letters to the Editor

Promote Christien education in other schools.

Provide Christian content for press the repeal of Christian is and broadcasting.

Provide caring services for the Chairmen, cluster Unity cluster and disobled, and oppose Order of Christien Unity

end subsequent in-service training..."

A separate section on Wales deals with Welsh lenguege teaching and suggests that learning English and Welsh can be done without harming the general educational progress of children.

Educating our children, Dapartmen of Education end Science, Free.

Assisting the schools, by means of both initial and in-service training, to ocquire the teachers they need is enecessary corollary of specifying curricular requirements. By the same token, only when curricular needs are more clearly defined and agreed can the training system effectively play its part. 4. Working life

The well-uired view that onny pupils leave school lacking skill in mithmetic and English are repeated.

2. Assessment of standards

Stoundards con be assessed in three ways, the paper soya. There is the systematic individual assessment ment and observation of all children at a particular aga to establish their progress and detect porticular needs. There ore public exams and there is ussessment by aompling.

"Whelbor or not it is found that almosted have remelated constant, trisen or fallen over aomo past provide io lass important the sinaderds which are being echieved todey corrospond as nearly so possible to society's requirements."

Specialization in ascondary acticols, with the consequent dropping of some subjects could be countered by the introduction of a "group" certificate which would be owarded on the ochievement of at leost a minimum standard in, perheps, mothematics, English, science and u modern languago.

The present debets may be exported to lead to a new order of priorities and event and event and the value and significance of what they teach and how it contributes to the sum of a full education.

3. Teacher training

their horizons 10 thrms of careers by adopding a mora posidive ettitude towards them.

If, as is often said, one of the key problems is teachers lack of knowledge of, or sympathy for, trede and lodustry, here ogain employers bave a port to play to offering opportunities in teachers to gain experience of working in indestry and by fostering direct cootacts between their own staffs and the teachers in local schools even if these activities use the tima of amployees who coo ill be spared from other duties. For their part, local educado sutherlites should give due weight to fixing their priorities for secondment and in-service training for teachers to the oeed to improve knowledge and understanding of todustry. As the achools chango their pattorus, the training system must re-viow its courses while there remains "a preasing need for carefully plenned and supervised induction

end subsequent in-service transfers, ebility to take initiative ing..."

Entry standards to treining will ing..."

It may be that is a source of present to expect that is a source of present the professional ing..."

One espect that is a source of present to expect that is a source of present the professional ing..."

One espect that is a source of present the ing...

Sout coocarn is the relation of accusation frequently made that teach accusation frequently made that teach

Mrs Williams said in announcing the document that the regional con-lerences would provide an opportu-nity for the Department to join in

Any lature incomes policy should give firm guarantees that there will lic oo reductions in real contings as a result of prices rising higher then anticipated, the menorandum soys. "The purpose of the conforences anticipated, the menorandum soys.

"The executive has become increasingly concerned at the failure of the Government to reduce substantial limits in public expenditure generally (and in education expenditure generally (and in education expenditure in perticular) which the Government head imposed during the last two years the memo suys.

receive the in-service training and education they need at the various stages of their careers and what condenic and professional requirements need to be provided for in the comments on the low main in their comments on the low main.

Rssearch into teachers' pay by

Grammar-for all abilities

matter grammer.
Children who got the bast reports on their use of books in cless write longer ossays but quantity was not

ductive in class were more likely to be given good all-round reports, including good reports on their use of books, asy the NCB. Children who wrote shorier essays were less likely to be given good reports for reading in class, but they might be keen readers at home end grod

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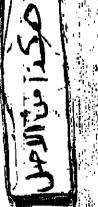
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CONL/

Education

by Auriol Stevens

Should Oxford and Cambridge mora public moncy than milyersities? Should the wealth of the colleges he taken into account when the Government

Thasa are the issues hehind talks on Oxbridge collego fees which Mr Gordon Oakes, Minister for higher education, is to beve with the two vice-chanceliors at the DES later this month. The chairman of the

If the fees are naid automatically with the university fees, the quarter of Oxbridge students who receive only the minimal grant will gein and the cost to public funds will Manor High School in Oadby, Loi-

There is elready much jeslousy of Oxford and Cambridga among poorer universities and there is resentment in the local authorities at having to pay extra to send students to them at a time when there is considerable pressure on

there is considerable pressure on public spending. (Fccs paid for students by local authorities are 100 per cent refunded by the Treasury.)

Oxford and Combridge, become of their income from college fees, receive a lowar grant from the UGC, but it, does, not cancel out their advantage. One conservative estimate is their lawy receive about 10 per cent more public moooy than the average university.

In the ecademic year 1975-76, Oxford received £22,074,676 from the UGC, and Cambridge for their selection of the UGC, and Cambridge for their selection of the UGC, and Cambridge for their selection of the less academic is singled out for praise.

The siddition to their income from

Inspectors list top ten by Bob Doe

continued from page 1

"Willingness to tackle the task, readiness to plan and work with colleugues and to paol ideas and good order in the classrooms, leadership which rapidly estoblishes esprit de carps and communicable cives understood and pursued by all, support to be much more than the first year.

Evidence of discipline and good their interests and carcer aspirations, were "the casual pupils, calificated in their casual pupils, and their careful experimentation with their careful experimentation with their careful experimentation with their careful experimentation with their interests and carcer aspirations. The 10 schools have not, it seems, actived the last word in remedial pupils, and their interests and carcer aspirations. The 10 schools have not, it seems, actived the last word in remedial pupils, and their interests and carcer aspirations. by ull, appear to be much more important factors than juitial

by all, appear to he mint more important factors than initial qualifications or experience", the report says.

The schools took care of their probationers, giving them work they could do and involving them in team teaching and policy making.

The broad educationel aims of these schools were good relationships between teachers and pupils. They set out to cocouroge self-confidence and self-respect emong pupils, and as well se importing knowledge and skills, thught "social, norml and religious values and should add should be compiled. "The functions, obligations and responsibilities of all staff are clearly known and underatood, sometimes heing set out in joh specifications."

Far the years of compulsory schooling, the inspectars endorsed a cammon core curriculum that

Far the years of compulsory schooling, the Inspectors endorsed a cammon core curriculum that iocluded the humanities, meths,

rhe to schools have might seems, achieved the last word in remedial education or integrated studies, but their careful experimentation with windrawal systems and maifed courses meet with the HMP's the first year.
The schools were aware of the

mended uses the Certificate uf Extended Education, which has yet nu ger the Secretary of State's approval. Others use Modo 3 CSE and GCE exams. A senside secondary madorn is congrutulated for attracting 80 per cent of its summar leavers back for a special six week post-examination course. six week post-examination course when many night have been expected to slip owny to snormer jols.

Mentian is oracle of the insde-quecy of some of the school build-lugs and of the good links schools have built up with local people. These links involve efforts to get claser to parents including home viaiting in poor areas.

Ten Good Schools: A Secondary School Enquiry. HMSO 75p.

The DES describes the meeting and simulards for healthy living. The yook occount uf the sudem's primary explorative meeting to discuss the implications for college fees of changes recently ennounced in university fees. In January university fees were reised from £182 to £500. At the same time it was agreed that ell university fees would be paid by local authorities for all United Klogdom students who ere eligibles for awards, regardless of parents' wealth. And sinudards for healthy living schooling, the Inspectars endorsed a cammon core curriculum that is called in the school in a cammon core curriculum that is called in the school in a cammon core curriculum that is called in the school in a cammon core curriculum that is called in the school in a cammon core curriculum that is called in the school in a cammon core curriculum that is called in the school in a cammon core curriculum that is called in a cammon core curriculum that is cammon core curriculum that is called in a cammon core curriculum

Half the 10 "enonymoua" schools Its strengths lie in "the ovarall school in e rural town in the North in tha HMI survey can be identified evenuess of its viriues". The in-Midlands. spectora ware unabla to single out Selected from a short list of 50, any one hut commonsense, deconcy educationally subnormal children mode as to whether college feen, which et. Oxford and Combridge average rather more than £600 a year, will also be paid autometicolly or whether they will be subject to a means test lika the maintenance component of the grant. ever, there were five comprahen-sives but no grammar schools in the

manor High School in Oaddy, Loi-cesteraliles, represents the 11 to 14 schools. "The atmosphere is relaxed but purposeful and care is taken to ensure that parents the toughly understand the objectives the school has set itself", the HMfs say.

The young staff are led by an experienced bean who has "a firm-

DES urges links with theatres

ing companies is essential to the usefulness of dientre in schools in repart published this week! the Depuriment of Education.

The dramo adviser and an advisor commissee of heads, teachers is others, as well as the director protection of the companies (adult companies which put as protection companies (which cashe companies (which cashe companies (which cashe companies the companies of the companies of the companies of the companies of the cashe cas

for assessment, Ideelly, TIB memory should be geared to a needs of particular classes.

Despite some simplification that social questions in secondary should

programmes in which deprine and corruption were invariable as phasized, no overt political blums observed.

disconsider a Ripon School last the head about his decision to imperly dressed. Many of the his object to huying approved the few remaining for the few remaining for the few remaining the children will be of the commons Scient Committee of the Com

Runners tell the stary autiside thucking humshire Cannuty Hall, in Aylew bury, last week when more than 1,000 parents, teachers, carelakers, differential and county hall staff cathonic more than 1,000 parents, teachers, carelakers, differential than 1,000 parents, differential than 1,000 parents,

os they pleuse and not in conformity with the policies decided by the imajority."

The denied that the encossful empaigns on meals duties, the interim hav neared and the London allowance were due to impfficial uction. "That is o perversion of the trink, in each case the action them by the executive at the day."

Runk and File, which he described its a palitical arganization with maconimexion with the union, had commence of the control of the contr

connexion while the union, had need to be disciplined, but contained it quite clear in its pamphlet, summarized in the TES last week, that the pest year had made it absolutely clear that the get afficial section in the both necessary and location.

"I realise that the attempt by unofficial action.

A "full-scale, in-depth inquiry" into the needs of the 16 to 19-year-olds is heing urged by caroers teachers, work, that many epplicants for lower-level jobs locked the strain-national youth employment policy tuken but of the hands of the Man-

callbre they used to get were now staying on to qualify for better jobs, and the 16-year-old leavers were largely from a lower ability range. Pressing the need for more career

teaching, the association said that an informal survey of 60 actools indicated that 68 per cant of desig-nated careers teachere had lass than nated careers teachere had laes than e quarter of their time allocated to the octivity. One in eight had no time at all officially available for it. The Institute of Careers Officers, in evidence to the subcommittee, backed the demend for more career teaching which should be integrated into the total curriculum. It endorsed the view that employars who complained did not understand that there had been a shift in the

that there had been a shift in the ability range from which they were recruiting. In the cese of girls in particular many employers had now introduced selection tests which highlighted previously preriobked academic deliciencies

want student hardship fund

Universities

A plea for a hardship fund, passibly of the order of £5m, to help students who cannot pay their tuition fees, has come from the Committee of Vice-Chancellors and Principals, At a meeting with Mrs Shirley Williams, Education Secretary, lust week the vice-chancellars voiced

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14.

- All-ins want to hold on to 'mature sixth-formers'

near, cheap and fidy solution to the problems of small sixth furns in comprehensive schools, but what du-the teachers in those schools think

Robuil Green School in Nottinghaor has 800 hoys and gerls aged 11 to 16. It is hailding up a reputation as a lively, go aliead conturchensive after several years of turnoil brought about by amalgamations and changes from a secondary modern to bilateral to comprehensive. Set in groen fields on the outskirts of the desired to the the city, it used to cuter for children from the Mendows, now a razed area of Nuttingham which is being gradually rebuir.

gradually rebuilt.

Opinion among the staff about the advantages of a sixth form is firm and defaulte. They would lave to have one. Miss Vern Brown, scalor mistress, said the presence of older pupils at the top at the school added "tone". The sixth-formers would be many many and there

older punits at the top of the school added "tone". The sixth-formers would be mure manure and there would be a better relationship hetween theorem on the teachers.

"We used to do English and muthematics O level, it was a couching group and it was a small motivated group. It helped the achool to have this little group at the top.

"The people who stayed on wonted to and their numbers were interesting." Now sixth forestors so

increasing." Now sixth formors go to one of the city's three colleges. Lost year Roland Green Schuol sont 14 to the colleges and another 14 to further education institutions. This is considered a remorkable ochievement by the head, Mr. Groham Ricbards.

Groham Richards.

"Wa hove not got a really strong acadomic sido", he said. "We bave takan children fram deprived oreas in the post whare there is now decolition. We have struggled with 11-plus failures and we have hed some degree of success."

"Mr John Chark, the deputy head, wonts his own sixth form to "ton aff the work the rest of the school is doing." Mr Martin Perry, head of maths, does not think the sixth-form colleges are working and believes that sixth forma liove a calming influence on the school. Mr John Simon, as art teucher, would onjoy taking older children up to A level, "The fifth formers never see anything above their own

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DYLAN THOMAS SUMMER SCHOOL 23-30 JULY, 1977 University College of Swannes Filt Jeniva from (Exte-murat Studies 171. Servick House, o Alpants Terraco, Swanness BA2 OGU Tol. Brieness 17188)

Top level support for sixth-form colleges has come from Mrs Williams, the Education Secretary. and from Mr James in the truncated 11-16 comprehensive schools these colleges leave? STEPHEN COHEN

on most academically qualified teachers were not necessarily the best.

"There is no doubt at all that the type of child we have had here in the past would produce considered in the past would produce the p

Mr Richards added that in 1980 the school would become fully com-prehensive with CSE and GCE courses for fifth-formers. "I would think that teachers taking these students t. rough the fifth year would like to have them in a sixth

The Hendino ters' Association these not think that econdary schools suffor by having thoir older children removed. "There is no ovidence that this is sn", says an association numphlet. "On the contrary, the most turbulent years in secondary schools, the fourth and fifth, are equiled to ussume roles denied

rh Norringhuat's system.

He is a good thing that 16-year-

"It is a good thing that 16-yearalds have a fresh start, where they
are treated in a more adult fushion
and leare the past helpind them".

Mr David Turner, head of
humanities, said the ent-off at 16
was a limiting factor on teachers'
intollects. "At that uge boys are
conceptually ready to make learning
more interesting. We are very
sorry to see thom go."

Claremont's deputy head, Mr
Geoffrey Burton, preferred the twotier system. Children needed a
chauge to different surroundings
and atmosphere. "I suppose we
are losing out as far as staffing is
concerned. If they have the qualifications, adviously they have something to affer, but they may not be
the hest (eachers."

The major worry in the sixth

Did the absence of a sixth form affect the quality of staff in Roland Green? It has been argued that more academically able teachers are evoluted off to the sixth-form colleges leaving the comprehensive schools with less gifted staff. But Mc Richards pointed out that the most academically qualified teachers were not necessarily the best.

The major worry in the sixth form colleges is the provision of courses with worthwhile qualifications of the end of them for students who would not be up to A level standard. The Certificate of Extended Education—proposols for which are with the Education Secretary now—is the answer and many alxib-form colleges have been offering experimental CEE courses for sooic years.

Notinghum is in a different posi-

uccess policy of the sixth-form colleges.

Mr Charles Martin, principal of Bilbarough Cullege, said he would he delighted to take more non-ocalomic students if he could offer them CEE coarses. Our peopla here acc still hunkering after paper qualifications. If we holl CEE we would have courses with honest content."

horaugh as a normal continuotion of a grammar school educotlon. The

wateess the has kept up with the years when it was a grammer school, "But we try in say that students are not a dead loss at 16 if they cannot the on A lovel coarso", Mr Martin said. So there are some sundents remking CSE axuminotiums, and there is a faundation course in Euglish for about 15 course in

mid there is a familiation course in English for about 15 people with vory limited ability.

Bilborough inso has links with its feader compechensive schools and invites some of their ynanger papils to come on field courses. The cullego can provide a specialist teacher for a feeder school which is lacking in say, Russian ar Polish language expertise.

Single of the staff miss the explicit fives of the courses of the staff miss the explicit fives of the courses.

"O uscessary yearing from the printetive curicumsot of school and the staff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuen in rior to outoring adult list estaff in the city's soconiary lishuent prior to outoring adult list estaff in the city's soconiary lishuent prior to outoring adult list estaff in the city's soconiary lishue and the color of the chart of th



Better pay would make better childminders

by Frances Stadlen

Childwinding could be the hest and chespest way uf caring for the rhildren of working parents if it secame fully reroguized, properly organized and well supported.

A major study of childminding in London published this week and carried out by the London Council of Social Serrice and the Counci) for Children's Welfare says that muce education for childminders and better pay would substantially improve the servico.

At the moment, it says, the job of childminding has low status, pour

are coubled in usame and the second of sources sarily deprived of good teachers extitute the paupitier says.

Sacondery schools are not uccess sarily deprived of good teachers extitute the paupitier says.

Illiborough those most field courses graphs and the paupitier says.

Sacondery schools are not uccess sarily deprived of good teachers and the second that the paupitier says.

In the paupitier says.

Sacondery schools are not uccess sarily deprived of good teachers and the says that the paupitier says.

Sacondery schools are not uccess sarily deprived of good to the poul of inleat ovailable of the poul of the poul of inleat ovailable of the poul of the poul of the poul of inleat ovailable of the poul of

Childminders would be regulated the basis of written and per-reports which considered there.

fecesent registration process are not good onough. Not are the unstantial of the limit children oud should not be all us of present. Minders should have children of fire a

 $39.5 < \mu_{\rm B} >$

Are you living in our past?





WRAC quarters 1977

If one of your girls comes to ask you about the Women's Army what do

Think of Nissen huts, Cold showers, Poor food, And tongh unfeminine women And advise her to run a mile.

Because if you do you could be stopping a girl from getting a really good job. And leading a life that could take her places.

The WRAC today is just as modern and progressive as any large company. As any serious applicant finds out when she visits its for a two day

In fact we've been giving girls the chance to do lie same sort of jobs as men for a lot longer than most people. Finding out with aptitude tests and interviews what they're best suited for And then training them for any one of over 30 interesting jobs, Like analysing computer information or being a radar operator, a driver or a switchboard operator. All trades with good scope for promotion, which they could use when they leave the Army

Then there's the travel aspect too Girls in the Army can get to see places like Germany Cyprus or Hong Kong as well as all over the United Kingdoni.

And take a look at our fringe benefits. Where else is a girl provided with modern, centrally-heated accommodation, excellent food and many other amenities? Like tennis courts, television rooms, social club facilities.

And not many employers give a girl a minimum of 30 days holiday a year as well as extra weekend and some travel passes.

So you see, we've changed quite a bit since World War II.

If you would like further information about careers in the WRAC contact your local Army Careers Information Office, or write to Lt. Col. Barbara Laverack M.B.E., WRAC, Dept. TES/249 Ministry of Defence, Lansdowne House, Berkeley Square, London W1X 6AA.

WRAC
Women's Royal Army Corps
Agood background to have

Dressed in old fashioned clothes, children

Butler's Hill Infants School in Hucknall, Notine hamshire, mark the school's one hundred

Northern Ireland's secondary reorganization plans to

another battering this week. PAUL McGILL senot

Ulster Tories attack

birthday with a game of hopscotch.

Last week's Youth Charter conference attracted 1.400 delegates. Here, OWEN SHRRIDGE reports on the final sessions and. below, MARK JACKSON sums up the conference and its effects

Shock of pupils in crime

Inrglars, a mugistrate told the con-ference. The couse was boredom. Mrs lillery Rulpia, chalrana of Islington Jivonlle Court, said she was "shocked and olumned" of the studiatics. "The average burglar of today is sged 16.

"Fifteen years ago you rurely got unyone under 17 breoking or entering a house or doing robbery with violence. Now I think never u week passes in the court when you don't get one or other or hoth."

Mra Hidpin, a mogistrate for 27 years, quoted figures to show that 22 per cent of all indictable offences of all burglories and 16 per cent af crimes of violence are the arrangement of the state of th inst the person were ennimitted

"I think these children do this because they are bured. They are living in concrete jungles, their parents are fed up with them and often don't want them around. They dim't, as is commonly rhought, sit glued to the television; they an nut oud get into mischief out of sheer boredom."

Borglars were guing to be even younger lu the future. "Youngsters going into crime are getting younger and they are going in for more serious crime. I think it la because we live in such a sophis-ticoted age."

'Junk' is Sir Arnold's verdict

Traditional English values are being that teachers were marvellous on destroyed by pour reachers, self-seeking pulificians, profligate increasurats and the loss of mural industrial increasurate and the loss of mural industrial industri

The charge was made in a vigorous speech by Sic Arnold Weinstruck, managing director of General Electric Company, at the Youth Charter conference held in Wembley, Landon, last week.

In a bitter attack on the schools of policies of the policy of the poli

much junk comes out of the training rolleges." Educational values should be rethought. "Schools should be rethought. "Schools should concentrate their citaris on giving young people the skills for living", he said.

Mr Juliu Palmer, of the Employ-ment Education Trust, thought such remurks would unly antagonise tea-chers. But Sir Arnold was nare-pentaat: "I am in the business of

read, write and count, so in had been forced to set up its own training school for the purpose. He was no diplomat, he admitted, but he sur no way of saying in one breath is left to chance."

hibry, of teaching in the home and

the complained that an many teachers were unfit to teach: "There are so many bad teachers and so much inak comes and of the train-

" Politicians may creased wealth and public function-aries will certainly spend ir. Aca-demics speculate obout how in gen-crate it and how to share it. Only industry can create it but industry

chers. But Sir Arnold was narechers. But Sir Arnold was narepentaal: "I am in the business of
paying far education and af having
to make use of its products. It is
my right to complain. Education
has fullen flat on its face and it is
getting worse."

His own company was unable to
find enough 16-year-alds whn could
read, write and count, so it had
been forced to set up its own train-

Social work for unemployed?

paid the equivalent of menuliny widespread among young people, ment benefits to do sucial work, Mr Norman St John-Stevos, Opposition new ottitude towards their prum spokesmun on education, told the

give temporary employment to school leavers", he said, "perhaps the money allocated to this purpase b could be used to finance social the work."

new ottitude towards their prume

spokesnum on education, told the conference.

"If industry cannot be persuaded in uccept government subsidies to give temporary employment in schiul-leavers", he said, "perhaps the money allocated to this purpose could be used to finance social work."

One of the prime objectives was "to counter the dangerous mond of oreign countries."

tion where inlent deserved it. The brain drain was often explained by British firms.

"But namely is only port of the explanation. Very aften young nearly are not searching far money but recognition, responsibility out the opportunity to do e useful job.

Often uneble to find this opportunity, they desert ladustry far foreign countries."

First step to a Ministry of Youth?

There Is now something called—walt for it—"youth affairs". The concept which has become firmly established in the course of the Youth Chertor conference, any—who knows?—one day lead to a Minlatry of Youth. Tha conference, the most exu-

beranc talkfest yet studed in the nome of youth, hos clemily achieved its main declared objective: to focue the attention of those concerned with youth and those who can make decisions.

But the cooference has elso gone e long way towards fulfilling the hidden agende of its chief inspirers—the National Bureau of Youth, who want e powerful independent organization for young people. The pressure is now on the two existing bodies which claim to represent them, the British Youth Council and the Netionel Youth Assembly, to unite in an elfective youth-controlled mayement.

Meny people inside these organizations sea them as complementary. The council is made up of representatives of various national youth bodies, including political organizations, out efficially represents British youth internationally. For the role it receives a foreign role it receives Office grant, and is oble to maintain poid edministrators,

The Netional Youth Assembly is the nearest thing et present me grassroots youth movement. It is basically e' federation of 36 district youth councils—only e fraction of the country's whole, but a useful beginning, Together, the two bodies could constitute the buckeus of e movement which would bring together individuel youth member organizations—such as Scouts and Guidee, the Netional Union of Students, trede union and political youth sections, clubs—at netional level and in the districts. the nearest thing et present to

東京のより、選挙「大成」

gether individuel youth member organizations—such as Scouts and Guidee, the Netionel Union of Students, trede union and political youth sections, clubs—at netional level and in the districts.

The fronty is that neither of the projected giant size on full colour yideo screens, which relegated delegates the delegates' tima and expenses. Much of the expenses money came from local cuthority employers at e time when some are tutting projected giant size on full colour yideo screens, which relegated delegates' tima and expenses.

Much of the expenses money came from local cuthority employers at e time when some are tutting youth hudgets by half or more.

The organization of the came from local cuthority employers at e time when some are tutting to the organization of the came from local cuthority employers at e time when some are tutting to the organization of the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at e time when some are tutting to the came from local cuthority employers at every continuous projected giant size on full colour youth hudgets by half or more.

Whatever anyone else may think, it was plain that, in the end, even the colour youth hudgets by half or more.

Whatever anyone else may think, it was plain that, in the end, even the colour youth hudgets by half or more.

Whatever anyone else may think, it was plain that, in the end, even the colour youth hudgets by half or more.

group, and played on active purt in plonning, laciuding the chaice of shodow, Normon St. John-Steves; lavited speakers.

But its executive decided to pull its representatives out when it canto its representatives out when it canto its representatives out when it canto its characteristics.

ing bodies a chance to take on that role effer all. They set up links ing about how useful and exciting which will still eneble them, if the conference had been. It may the conference had been. It may the conference had been. It may the conference had been partly due to the abrupt collepse of the affluence image when chairmen Alan Hazlehurst exploited that there were no fuods prople dared to challenge the tighty planned conference structure. The whole set-up was colculated to croetce an overwhelming impression of the power and influence of its adult organizers from the venue itself, the brand new £13m Wembley Cooference Centre, with its weelth of electronic gadgerry to the plen.

Much of the report was taken up with an attack on sixth-form colleges, but it elso criticized porallel in the following the first weelth of electronic gadgerry to the plen.

Much of the report was taken up with an attack on sixth-form colleges, but it elso criticized porallel in the following the first weelth of electronic gadgerry to the plen.

Much of the report was taken up with an attack on sixth-form colleges, but it elso criticized porallel in the following the first weelth we been partly due to the abrupt collepse of the affluence image when chairmen Alan Hazlehurst exploited in the report of the proceedings.

The conference must have cost in the region of £200,000, if the basic idee of parity of esteem.

The complete ebolition of selections of the gremmar schools, affecting the delegates than and expenses. evaliable to produce and distribute the report of the proceedings. The conference must hove cost in the region of £200,000, if we loclude the £50,000 of facilities and other help donated by the Wembley stadium menegement and the delegates time and expenses.

division and to put in hund a broader execulnation of the execu-tial values of our reducational arrangentents front which all may

aroup, and played on active purt in plonning, lactuding the chalce of invited speakers.

But its executive decided to pull its representedves out when it cento in shern the assembly's view that the whole thing was going in be priced out of the reach of young prople.

In the eyent, the executive cuois the proplement of the two organizations are conference choirman, Alam the proceedings.

In the eyent, the executive cuois the proplement in the succond day, the series of the two organizations are conference choirman, Alam the proceedings.

The 300 or so young people at the conference choirman as a students and young workers, we as attached and young workers, we can should be organizations feaced; and they work of the conference of the conferen

logical fectore which effected pupils.

Much of the report was taken up with an attack on sixth-form colleges, but it elso criticized perallel 11 to 16 and 11 to 18 schools, cleimlog thet they would remove the hasic idee of parity of esteem. The complete ebolition of selection at 11-plus could lead to the destruction of some of the best work of the gremmar schools, affecting batween 10 per cent end 15 per cont of the age group end could damege education in the more progressive secondary schools, effecting gressive secondary schools, effecting parallel 11 to 18 schools by registeriog at schools by registeriog

half the one group.

Whils sixth-form colleges had of e comprehensive scho their difficulties, the report unted the best out of the ebiest that "current thinking outsides The consultants reveal urbon areas polot (sic) towards e spread opposition to the different division of the groups a stread opposition to the different division of the groups a spread opposition to the different division of the groups a spread opposition to the different division of the groups a spread opposition to the different division of the groups a spread opposition to the different division of the groups a spread opposition to the different division of the groups a spread opposition to the different division of the groups are division.

comprehensive principle As opposition mounts in Northern Ireland to the Government's proposals for porallel 11-16 and 11-18 secondary schools, statements from the grammur schools and the said nothing definite for exagastry. tho grammur schuols and the said nothing del Official Unimist Purty show that such a system.

official Unlimist Party show that there is still strong appasition in the very principle of comprehensive education.

The Association of Gaverning Bodies of Voluntary Grammar Schools has culled on the theyernment to set oside for the present the community (as proposed in the community day proposed in the the consultative decement issued last July. The association recent mended this "to spure our coarments decement, and division and to put in hand a prooder excalination of the possessial values."

emphosize the acctarian dissentance mur community (as proposed is the community (as proposed is explicitly cotegorizing the explicitly cotegorized and community (as proposed is explicitly cotegorized the acctarian dissentance in a community (as proposed is explicitly cotegorizing the explicitly cotegorized the explicitly cote

The Alliance Party was unequivocal on

ucodemic courses.

The Social Democratic at schools by registerios, epproval of tham with stee responsible for Edut this would be a perpetual to Lord Melchett that the lord Melchett that

THE TIMES EDUCATION OF CLASEMENT 11.2.77

Despondent staff see standards sinking

Teachers gave theaselves a black mark this week for allowing stud-dards to fall in schools.

mark this week for allowing standards to fall in schools.

A survey by the National Associotion of Schoolmasters-Union of Women Teachers reveals that 61 percent of the members questioned believe that a weakening of the teachers' outhorly has produced lower standards.

Among printers the resulting aroups as opposed believe that a weakening of the teachers' outhorly has produced lower standards.

Only 8 per cent think standards in the condens of the teachers' outhorly has produced lower standards.

Only 8 per cent think standards in the condens of the union of photon aroups are higher than the efficiency of mixed ability teaching. A strang current of on basic subjects such as English the conding and arithmetic. There is also strong that they have dropped. Many, teachers believe that one reason for the decline lies in the chonging anily tackers believe that one reason for the decline lies in the chonging anily tackers believe that one reason for the decline lies in the chonging anily tackers believe that one reason for the decline lies in the chonging anily tackers believe that one reason for the decline lies in the chonging anily tackers primary and social improvements hall to be sell against the full in acculcation which legan in September 1 was limited about the survey virial and arithmetic. There is also strong that social improvements hall to be sell against the full in acculcation. There was little optimism about the survey of the warnings the full in acculcation was little and the survey virial and arithmetic there will be a sell to be sell associations which legan in September 1 was survey to be a gainst the full in acculcation to be provided.

There was little and there is little to the view of the view of the view little and the three is little to the survey represents the view of the same produced in the view little and the view of the view little and the three is little to the survey is statistically and the survey virial the survey virial the survey virial ties.

The survey represents the view of the tudes of pupils who were said to be resentful and nucooperative, especially in the 14-plus age group.

The disappearance of the 11-plus is felt by 44 per cent of NAS-UWT members to have contributed to the decline; 55 per cent blurne the contributed to felling and nucooperative, when children move from one school on levels of utaniment when children move from one school on levels of utaniment.

The contributed to the disappearance of the 11-plus examinated and one carry improvement in standards and there was a strong general but the strong transfer of th

lifted after

Sanctions



The MP and the mandarin: duel over DES 'failures' The Department of Education and Science is being pushed, "kicking and screaming", into the sort of forward thinking it had failed at in the past, Mr Bryan Davics, Labour MP for Enfield North, tidl a meet and prover". The lag of the British Educational at the weekend. The meeting turned into something who were supposed to take it up. The meeting turned into something of the 16 to 19s was having pluming was merely a fashion, a fail that would pass in two years. Sir Tuly minimized the integer was only a very small part, he as only a very small part, he cause that the right standards were institutions who were supposed to take it up. The meeting turned into something of the 16 to 19s was having pluming was merely a fashion, a capoble of this," By the time such fail that would pass in two years. Sir Tuly minimized the integer was only a very small part, he cause that the right standards were institutions who were supposed to take it up. The meeting turned into something of the 16 to 19s was having pluming was merely a fashion, a capoble of this," By the time such fail that twould pass in two years. Sir Tuly minimized the integer was nevely a fashion, a capoble of this," By the time such that the two pluming in the DES's wark. It was only a very small part, he caportment had also to resure that the right standards were institutions who were supposed to take it up. The meeting passing of the 16 to 19s was having pluming in two valid pass in two val

at the weekend.

The meeting turned into something of a duel between Mr Davies, one of the members of the select committee which lust year criticized the depurtment's luck of apenness oud planning, and Sir Toby Weaver, a former senior civil servont in the depurtment and now professor of education at the Open University.

Lack of better education and training far the 16 to 19-year-olds and of enthusiasm for the two year Diplome of Higher Education were two examples where the depurtment lud fallen down through want of foresight, said Mr Davies.

"That is why, when this Government cume to power with a clearly deflaced priority for the 16 to 19-year-olds, we are still trapped in a situation in which pilot studies are still being carried nut."

That was also why money for the

institutions who were supposed to take it up.

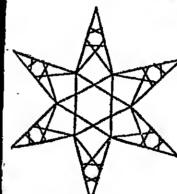
"Precious little is being done to relote this course to the needs of influstry. Nothing is being done to change the climate among the receivers of this course. Employers were asked to take it on trust. The naturol response is for them to trust the routions they are not contributors and becomes they are not contributors and in that the DES officials, catching in this new venture."

It was showing a lend with the of education, "like Mra Williams of change the climate among the receivers of this course. Employers were asked to take it on trust. The naturol response is for them to trust the it roditional rather than the novel becomes they are not contributors and the troditional rather than the novel becomes they are not contributors and the trust in this new venture."

It was showing a lend with the offett was three moment. She makes three conferences o week. This is an important in that takes up an awful lot not the time of DES officials, catching will the lost idan the Minister that they was no good the DES saying the lost data the Minister of about whot she would like to the lost data the Minister that they was made and that the right resources were mailed to receive a network of a moment. She makes three of education, at the moment. She makes three will undersources were mailed to the cause of education, at the moment. She makes three will undersources of education. They had to develop of the instructions of the policy in fevour of 16- to the control of the strength of the policy in fevour of 16- to the other of the control of the contro



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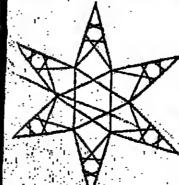


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The Government committee which is about to axamine who runs higher sducation and who paya for it was given all kinds of edvica

The counsel canta from a semi-nar ottsuded by more than 100 senior polytechnic and local gov-arnment officers and organized by tha Chartered Instituta of Public Finance and Accountancy.

Finance and Accountancy.

The Government committee, chaired by Mr Gordon Oakes, Education Minister of State, will have its first meeting next Wednesday.

Mr Gerry Fowler, Mr Oakes's predacessor at the Dopartment of Education and Science who was responsible for setting up the committee, repeeted his preference for a block grant for colleges run by local authorities. Responsibility for edministering it would rest with a national committee, established by locel authority associations but including teachers and administra-

cluding teachers and administratora.

Mr Dudley Flake, Manchester's
chief education officer, wanted
regional executive authorities to
be in charge of education
beyond 15, including the universities. If that was nor possible he recommended a national
cammission as in Australia,
with public hearings to monitur pragress and maintalo public confidence in what colleges were doing.

Presenting what was billed as
"the institution's viewpoint", in
George Brosen, director of North
Bast London Polytechnic, inelated it
would be wrong to take further and
highor education out ef locel
euthocity control. He elso callod for
inathutions not to work in Isolation,
Mr. G. A. Price, Humpshire
county treasurer, said there was en
argument for returning to recoupment, by which the authority res-

Early skirmishes in battle for control of local colleges

Inquiry team named

...The members of the committee, under the chairmanship of Mr Gordon Oekes, minister in charge of bigher education, were named this week:

Lord Alexander of Potterbill, sec, Ass of Educ Citese; Mr J. V. Garnott, principal, Callegs of Ripon & York St. John, Sir Michael Clephan, Dr H. Cambs CC; Mr J. R. Horrell, chmin, Sir Michael Clephan, Dr H. Cambs CC; Mr J. R. Horrell, chmin, Shaft Kay, Vice-Chancollor, Exeter Univ; Educ Cites; Mr D. E. A. Jones, check, Mr D. R. A. Jones, check, Chim, Weish Jt Educ Cites. Mr L. 1. Fainsworth, principal, Callegs of Ripon & York St. John; Sir Michael Clephan, Dr H. Cambs CC; Mr J. R. Horrell, chmin, Shaft Kay, Vice-Chancollor, Exeter Univ; Educ Cites; Mr D. E. A. Jones, check, Chim, Weish Jt Educ Cites. Mr L. 1. Fainsworth, principal, Callegs of Ripon & York St. John; Sir Michael Clephan, Dr H. Cambs CC; Mr J. R. Horrell, chmin, Shaft Coil; Mr T. Driver, Ren sec, NATFIIE; Mr D. B. Rdwards, principal, Callegs of Ripon & York St. Say, Vice-Chancollor, Exeter Univ; Educ Cites; Mr D. E. A. Jones, check Coil; Mr D. B. Rdwards, principal, Callegs of Ripon & York St. St. Ashley Branall, Lealer, H.E.A; Mr E. Carns, Chmin, Standing Confee of Rsg Advis Cites. Mr L. 1. Fainsworth, principal Cites. Mr L. 1.

there are student unlon first why not go the whole here are student unlon first why not go the whole here the warking party welcomest "firefighting team" which council of Local Education had this proposed to send one bit individual polytechnics. But into think this would go fare; what was wanted was a single of recoupnient rates.

What was wanted was a single of recoupnient rates.

Mr Jock Springert, Esser & education of ficer, and charges the pouling committee's selection pouling committee's selection.

fighters: "ildt our represent "A breakthrough". "erection of tighters: "ildt our represent "A breakthrough". "erection of cloing.

The team, probably look trensurer and an education describes the new ma opilonal arm of the profession, describes the new proposed the state of the profession of the pro

THE TIMES EDUCATIONAL SUPPLEMENT 11,2,77

Productions of Sydney, Inter-lating Swimmer shows some of amoughling finals at the Mon-pool Kornells at the Mon-John Naber, Jim Mont-

action shots and others training are used to explain training are used to explain the Many, underwater, give dimensional view of arm, leggly mayoments. Byckstroke is, whose bodies seem virtually the sound of the state of the s

In brief

Essex chases asbestos

ESSEX CHASES ASDESTOS

Essex Chunty Council has spent 663,000 this financial year on tackling hioe asbestos hazards in its schools. Blue sybestos spray finishes have been removed from all areas where children might be exposed. The county will be repairing three name schools this year, each of which have badly damaged flack asbestos ceilings. The rest of the work will be carried our next financial year.

Lead check on under-fives A total of 640 children, all aged under five and from all ports of things five and train all ports of Birmingham, are to be tested for the level of lead in their bland. The survey, the first on pre-school children in the city, will be carried and in March m o cost of £5,000.

Bursaries for Bolton

Last year the Leverhuline Trust gave a grant of £70,000 in bursaries Many might argue, says Mr Maore, that this is pottling the cart bsfare this harse, that cosching should come first. But to do this on ony scale would cost at least fim.

Training to work

Neverthelsss, coaching in the form of short teachers' coarses forms part of the new package.

The pllot composition, supported, by i.s.a.s in the Midlands, will become national in 1978 when, is balleves, it could will be overser subscribed.

A new leastest for achaol isavers has been practiced by the Department of Education. Enthlisd What Next after School?, it talls young people, who have not yet decided what to do whom thay isave school, to find out bow a local college cau help with training for a jab.

Nursing future

The Nurser' Christ who have not yet decided what to do whom thay isave school, to find out bow a local college cau help with training for a jab.

Access cards for pupils

Schools can teach children how to take the waiting uut of wanting with Access cards and the little muchinss shops use to register credit sales. The Joint Credit Card Company is offering free kits to achools, not sa that pupils can spread the lond of higher priced school dinners, but so they can learn about the industry that is supposed to make monsy obsolete. The company will hand over retailers' processing machines, dummy cards and sales guides to schaals who are prepared to ensure their security. Schools can tench children how to

Back to the cobb

Devan County Council is turning the clock back in an attempt to come up with on energy saving building material which could be used for schools. It is experimenting with a modern odaptation of a traditional building motorial, cobb, which consists of mud or clay and atraw. At experimental building—at Bleton Agricultural Collega, Budleigh Salterton—will have its outer walls coated by a gless roinforced naucrial to waterproof the waols. The building will be constructed of unfired clay bricks.

The Nursea' Christien Fellawship, has poblished details of its summer schools for future nurses to be hald in 1977. Further datalla from that in 1977. Further datalla from that is fillowship, 277a Ewall Road, Surbiton, Surray

Mr F. M. Fowler, reader et Queen Mary College, to the chair of German language and literature.

Mr G. N. Stanton, lecturer at King's Collage, London, to the chair of New Testament Studies.

People

Mr James McCutchean, senior assistant education afficer to Norfolk County Council, is to be the first full-time secretary of the East Anglian Advisory Caoncil for Further Education.

Ma Margaret Constable, director of courses at the Advisory Centro for Education, is to be research/action officer with the National Educational Research and Development Trust.

Mr Tim Deviln, education correspondent of The Times, is to be director of the Independent Schools Information Service from June 1.

Mr Jahn Bulled, head of Wyke Munor School, Bradford, is to bs chairman of the Eaglish Schools' Cricka: Association.

Mr E. K. Culnane, deputy head of Mayflower School, Basidon, Essex, is to be head of Grey Court comprehensive school, Ham in the borough of Richmond upon Thames. Mr B. C. Drury, formerly doputy worden of Wynondham College, Norfolk, is the new head of Chethom House Grammar School, Rans; gote.

Universities

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Sex or smoking? Generations of the graph of split over health education

Sixteen-yeor-olda in Northern Irelend went schools to tell them more ebout contracoption, personal relationships, venoreal diseases and mantal bealth, eccording to a recent survey carried out in the province. But parents end teachers want health education to continue to concentrate on smoking, drink and drugs.

Mr Sam McGuffin, senior lecturer at Stranmillis College of Education.

Mr Sam McGuffin, senior lecturer at Stranmillis College of Education, Belfost, asked more then 1,000 teachers, parants and pupila in the province what they believed schonis should be teaching about health. Top of the parents' list were smoking and cencer, drugs and elcohoi, and road safety. Only about half wanted echodis to teach ebout contraception. Romen Catholic schools Mr Sam McGuffin, senior lecturer at Stranmillis College of Education, Belfost, asked more then 1,000 teachers, parants and pupila in the province what they believed schools should be teaching about health. Top of the parents' list were smoking and cencer, drugs and elcohol, and road safety. Only about half wanted echodis to teach ebout contisception. Romen Catholic schools were not included in the parentel altroy.

The teachers put smoking at the head of their list, followed by "personal bygiene", road and Street, London WCiA like and at the Man-Kornelia Ender, Dayled.

Three-querters of primary schools in Wales do some or ell their teaching in the Welsh languaga, eccording to the first issue of Statistics of Education in Welsa, published by the Welsh Office.

The new publication ahows ther only 500 out of nearly 2,000 primary schools in Wales do not do any Welsh teaching, while 400 schools with under 21 puplis as about the languago as the main in the schools of the schools in Wales do not main medium of instruction. In total 43.

32,500 pupils speak Welsh

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Thars is still e desperate naed for trained taachars in Dealgh, Crall and Technology and our one year course could give you the opportunity of furthering your career in this fisid in either a Middle or Secondary School. Courses are geered to Individuale' requiramants and accommodate some of the latest teaching lachiques. Crewe and Alseger College of Higher Education, situated in rural Cheahire, is one of the largest Colleges of its kind in the country and is easily eccessible by road and roll. Our Lodgings Officer will be only too pleased to help with accommodulon if required. The course starts in September, but to be sure of a place write for further details to the Acedemic Registrar, Crewe and Alsager College of Higher Education, Crewe CW1 1DU.

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West Germany

Student grant changes under fire

by David Dungworth

raise student grants have been con-denned as "completely inadequate" by West Germany's National Union of Students (VDS).

of Students (VDS).

The government is preposing that the maximum grant should be increased from DM500 a menth to DM580 (about £140) and that the inceme threshold et which parental contributions become neyable should be raised from DM960 to DM1,100 a popular.

e month.

According to Horr Reimut
Jorhinsen, State Secretary at the
Ministry of Education and Science,
the new rates mere than cever the the new rates mere than cever the 12 per cent rise in the cost of llving since they were last revised in September 1974. They will cest the government DM1,800m io 1977, cempared with DM1,600 lest yeer, and e further DM2,000m in 1978. Tolks ere new being held with the Lönder governments which contribute 35 governments, which cootribute 35

per cent of the tetal sum.

The VDS has called for a maximum of at least DM600, backdated to October 1 1976, and parental contributions only from those with an income of more than DM1.200 a month. It is also demanding that in future grants should be editored. future grants should be edjusted annually in line with the cest of

livieg.

Criticism has not been centined te the level of the proposed increasea. It is feured that the gevernment intends to introduce increasea. It is feured that the gevernment intends to introduce chaeges in the system which will mean that a greater prepertien ef stote support is paid in the form of a lean. The repert makes ne specific stetement to this effect but Chenceller Schmidt's pelley declaration when the new government teek office in mid-December indicated a meve in this direction.

Additionally, the students are

Additionally, the students are complaining that the report conteins no mention of the date on which the new rates are to come into ferce. Although Harr Jechlm-

into ferco. Although Harr Jechlmisen hopes that the recemmended on can be finalized in time for them the bosubmitted to the Uppar Honso (Bundesrat) et the beginning of nast month, the Ministry of Finance decs not wont them to be implemented before August.

Support for the students has enine from the toachers' union, the Gewerkschaft Erzichning and Wissenschaft, which cloims te have 20,000 etudent members et aver 80 institutions of higher education.

Unien president Herr Erich Fister bes accused the government of bletant mismonegement of the university sector. The GEW, ha said, fully endersed the demand made by the Germen Trade Union Federation (West Germany's TUC) for a maximum grant of DM690 and a perental incema this sheld of DM1,300 a month.

South Africa

More talks over mixed school plans from Louis Hotz

The centroversy ever the admission of all racee to private church schoola raised by the decision of the Catholic Church to ellow non-White children to attend its "White" schools has for the time being been defused by the amount chart the issue has been referred to the Cabinet by the Cape and Trans.

the issue, has been referred to the Cabinet by the Cepe and Transwal proviocial authorities. They had threatened to close down the schools concerned and to prosecute Coloured and other non-White parents who seet their children to there schools.

Meanwhile, pupils of sil races cootinue to attend several of the Catholic schoole involved. At the same time the Anglicen and Methodist churches have made representations for permission to follow the Catholic example.

These churches have in the past occepted the principle of integration in their private schools but have avoided enything which could be construed as confrontation with the State on this issue. In Natal, which has a number of church schools, the proviocial administration has declared that it will not interfere with churches wishing to throw their schools open to all races.

Parent power sharing 'needs to expand',

from our correspondent

An authoritative analysis of the first year of purent participation in the Imlian state school system has con-cluded that its field of nelinn is tho

The analysis, by the gevernment study centre Cousis, is the first detailed report of what happened after nine millen parents, 600,000 teachers, 140,000 non-teaching staff end 1,200,000 senier pupils elected their representatives to the newly created area, school and class com-mittees in 1975. The event was a minny revolution

for the Judium education system, hithurto ron m authoritarian lines by a tightly centralized Education Ministry and pawerful hembea-

Stimulated partly by keen meilin interest, 72 per cent of the parents turned up to vote fer the first electiens. This wes follewed by a slincp drep in interest, in attendance at assemblies and turn-out at subse-

Reforms criticized for not adding slow learners enough from Mark Websier PARIS The elvisery enencil appointed by Manager. The laby reforms enviser of the proposed and the every enency of the proposed of children twe er eye between the each every list rather than recruiting of the energy lave to sit the year feet additional proposed of children twe er eye between the excellents. The liaby reforms envised for the proposed of children twe er eye between the energy by the energy list rather than recruiting of the energy lave to sit the year feet achieves. The liaby reforms envised the proposed of children twe erecal sit rather than recruiting the excellents. The liaby reforms envised the field of the envised of the envised device of the Consect of the envised deventually vaced by the envised of the envised deventually probable of the envised deventually was to stay to the epending of the term. Over 11 per cell of the envised of th

criticized a project for helping slow learners.

The Minister is not bound to follew the odvice of the Consoil de l'Enseignement Generale et Technique (CECT) and the reforms will probably go ahead as planned. Har the objections add harmfalle weight to the labby which is demanding radical alterations to the new scheme.

manding radical alterations in the new scheme.

The CECT's particular dispute is neer the "support" teaching pour gramme which is designed to combat the nuncceptably high number of children who have to repeat a year been to they are slow learners.

Redoublement has lang been interpreted in proposed in the reloading proposed pr

It can mean a show learner being is very vague in suggesting condemned to working in a class children should benefit

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THE TIMES EDUCATIONAL SUPPLEMENT 11.2.77

Vocational training and School year jobs the priorities opens amid Minister, wanted to introduce a five-grade scale to lessen commettion among pudls, but Parliament, backed by employers' organiza-tions, favoured retenion of existing marks comprising it characters on a 13-grade scale os used in upper secondary end higher education. The Minister has now had to occept this.

Next week Denmark is going to the polls for the third time in three years. Mike Duckenfield reports

from Copenhagen.

The Censis study found of 100 WOFFICS
active participation of 2
pecupic was "an exemplay from William Purvis
lie event". But it report
main drawbacks, one was latest of Australia's three million
saciety—the hetter educate last evek after their sammer holioff and mere politically manays. The year ahead promises to
while the less privilegal last evek after their sammer holioff and mere politically manays. The year ahead promises to
while the less privilegal last, their schools, parents and
largely left out.

Even more disappoints Manay elder pupils have returned
ever, wes the sense of fact school for another year only
among many pareets, particages they could stont get julis,
with the fact that the come is national moemplayment rate is
aren of compationed was made to per cent or merethe major school problems the exact figure will not be known
hulf-day classes—are all matth those who left school not the
Tho report expressed cond of last year decide whether to
the fact that more mothers agister for unemployment benemeetings than fathers be its or go back to school for another to
the fact that more mothers agister for unemployment benemeetings than fathers be its or go back to school for another
was the fathers who position.

The fathers who position
often. Twice as many men concerns gain disputes about classcandidates. Only 15 per cent gains and shortage of fands for
mothers, Similory, only managed to take a tongher line on
ledged te take a tongher line on
lass-sizes, edvocating a maximum
mber of 32 in primary end 30
secondary schools. The Education of
maintry points te recent impreveeans in salaries and teacher-pupil Next 'fuesday's general election—the third in only 38 oronlus—is likely to have a significant effection of the large the large terms. on the puce, if not the leng-term direction of corrent attempts to referm education, bringing it more into line with that of Dennierk's Nordic neighbours.

Recent opinion polls suggest that the Social Democrars, who have formed a unhority government for the past two years, will gain support and continue in power. The main questions are: with how much assistance and whose? ussistance, aml whose?

In the last Parlioment, the gov-ernment relied mainly on four samil centre-right parties and were opposed by the Liberala, three extreme left groups and Mr Megens Glistrap's Progress Party en the facright.

During the last twe years educationel issues have becema Increasingly cententious, politically, as the Social Demecrats have ottempted to push ohead with referms te lessen the beundsries between academic and vecational training, decrease streaming, exams and merking in the comprehensive and introduce restricted entry te higher education. education

the majer achievement has been the final passage of the comprehensive referm after four years' debate and deadlock. The new school system, which came into operation last autumn, includes an eptienal nursery closs for elx-year-elds, nine years of basic schooling and an optional tenth year. Procticel werk experience would have been effered to all end employer and trade union orgenizations invited to advise on curricular and syllabuses.

First rejected by l'arkament last spring (TES, June 18, 1976) and then ogain earlier this winter, tha plans are expected to be resubmitted until they eventuely win political approved, though this is not likely in the foreseeable future. In the meanting, the Social Demo-

Nevertheless, passage was only secured after considerable compromise and the decision by the Sacial Democrats not to resurcect their man party's 1972 proposals, which included radically undiffed streaming and the virtual challion of examp. Instead, the 1974 Liberel Gavernment's proposals were Gavernment's proposals

Covernment's proposals were adapted.

The comprantiso has meant that parent-dominated lucal school boards can anny divide classes for a limited range of subjects in the cighth, minth and tenth yeers (14 to 17 year olds) into general and extended ", ur odynuced, stady levels.

In addition, pupils, in emanitotion with parents and reochers, can decide whether menot to toks leaving exams to Danish, matha, English. German and physics-chemiatry at the end of the alint year. Those leaving a year later also have the choica whether to take axams end, if so, whether to take the ninth-year exam or "extended enes" in tha sama subjects.

There have also been bettlee over tha merking system to ba uaed in the reformed comprehensives. Mrs Ritt Bjerregoard, the Education

ior achool guarantees against the ior achool guarantees against the ior achool guarantees against the last of Weish weather.

a discillons of a traditional Hill will be amongst magnificant magnifica Comfered Riding Centre Tagerih, Stecen, Powys.

Republic of Ireland

Union and Church clash again over management boards

from our correspondent

Teachers and clergy clashed sharply last weak ever propesals by a majer Catholic religious order to introduce new menageneant hoards for likeir secondary schools.

The order, the Irish Christian Brothers, initially plans to introduce menagement boards for the schools it owes and manages in the northern half of the country. The hoards will be coostituted along lines suggested lest year by the Conference of Major Religious appeintment of its mambers as principally most of these will be members of the order—two parents one bers of the order—two parents one hythe other nine.

The Association of Secondary Toachers, which has already occused the religioue order of "sabotaging" in management boards.

The government has also been re-luffed in its attempts to get Par-liantem to agree to experiments with a 12-year period of continuous schooling, allowing a three-year post-comprehensive schooling for all who want is

who team in the schooling for all who team in.

The further three years would have prepoted students beth for higher studies and professionel life, leading to the breakdown of barriers between ecademic and other leurning, easier transfer between courses and the possibility of returning to ration after a period in wark.





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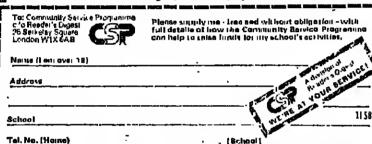
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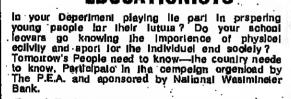
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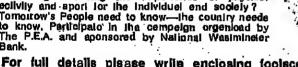
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In desence of Genesis...

Sir,—The rase of Mr Darid Wutson, dismissed from his reaching post in Hertfordshire for regarding the first part of Genesis as history rather than fulklare, raises several important issues. One of them is whether or not he was or should have been told what was experted of him before he mok up his duties, hot secondly there is the question of whether on education authority can insist un what amounts in effect of whether an education authority can insist on what amounts in effect to a "party line" in an uncertain field, and what sunctions if any they are entitled to take in the event of non-compliance.

On the first count there is no reasonable doubt. If anything on the syllabus is regarded as so important that failure to teach if justified and what is the correct of the correct of the content of the correct of th

thies dismissal, the teacher con-cerned should be told before he tukes up his appointment, not some months later.

unt that there are various views un the subject and that his view, though deeply and sincerely held, is in fact that of a minurity at present.

As regards odherence to a party line, this is not something a local enthority school has any right to demond, especially in religious oducation and history, where there are mony onen questions. Dermin's clarification.

As a Sentement I become a self-deficition. oducation unit hiatory, where there ore mony open questions. Darwin's theory of evolution is a theory, not e provoit fact, even though it enjoys majority support. My own view, for what it is worth, is that the sequence of events in Genesis is substantially currect though the clarification.

As a Senisman, I hasten to add that Mr Walson could not have run into similar difficulties here, in any event not if he had served out his probationary period and obtained his "purchasent". He would then be a very difficult man to remove. substantially currect though the be a very difficult man timoscalo has been greatly com- ANTHONY J. C. KERR

ressed. 52 Castlegate
There is numple evidence for a Jeilburgh, Scurland

... and the right to speak of it

Sir,-As an agnostic and evalution- for Mr Watson. It is argued that Sir.—As an againstic and evaluationist, I write in offer Mr David Watsan my moral support in his fight
against dismissal for telling his
pupils that the early books of the
Bible are literally true. I am sure
that his belief is wrang ond, for all
I know, he may be wrong-headed
(or eren pig-headed) in his manner
of stating his belief. But that is
the real wint the general in the research. I know, he may be wrong-headed (or even pig-headed) in his manner of stating his belief. But that is not the real point: the essential issue is that of freedom of speech.

A century agu in lingland, and only a few years since in Tennasseo, teachers were dispussed for telling their pupils that those biblical chopters are not literally true. Such dismissols were an expression of atoleratio intuloronce, and equal atolerance in the manufacture of the second sec intoleronce in the reverse direction is equally intolerable.

Unlike far 100 many taday who call themselves "progressives", I beliove that what is sauco for the goose is sauco far the gondor. My freedom of speech is inextricolly bound up with freedom of speech Kingsjon-upon-ffull.

are unt other teachers in It ready in tell pupils the upposite of what Mr. Watson tells them, most be Mr. Watson tells them, must be alam the only such school in the country. Even if this be the case, the whule weight of newspaper utilitades and televishin programmes is against pentatenchal literalism. Are those whit have effected this disculssal so fily livered that they are affected of a nearly sulfrary vulce erying literalism in a post-Darwindan whitherness? Let his rules be beard, Magna est verifies at ment.

Sir.—You comment about the contraction of teecher education (January 28). "There is en overwhelming impression that the blocking off of whet has been one of the meln syonuas to higher education, notably for young women, hes been made in the syonuary women and mature women this is e particular concern." You see wroug in respect of both young women and mature women this is e particular concern of the Equal Opportunities Commission. Representatives of the commission have forcefully expressed it in dopute tions to Mr Fowler and Mrs.

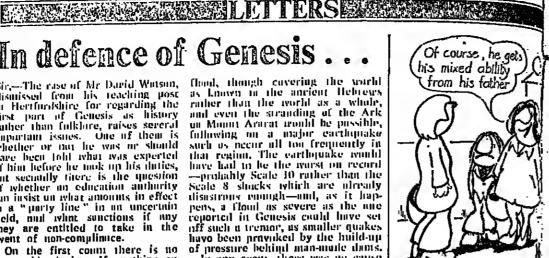
The mundatury grants list should be reviewed liceuruse it is state to the reveruse it is should be reviewed liceuruse it is should be reviewed li then that, we have mode positive proposals that would help open altornative evenues for women.

Many courses that ivomen now unable to enter toecher training might alternetively pursue ere not subject to mondetory students crimination in higher education, ERIC E. ROBINSON, Member, Equal Opportunities Commission.

traction of teacher educotion is only one, ore worsening effective sex dis-crimination in higher education.

Permission to spend cash we haven't got

Sir.— It coimmen with other chairs meo of locel education euthorities, I heve recently received a psymblet published by the Notionel Union of Teachers entitled Fightback Series No 2—Nursery Education. The toxt of the pamphlet addresses itself the priorities which it is felt about be ettached to nursery education provision and, inter alle, refers to a list of local authorities who heve not taken up their ellocation of local senetion for cepital programmes of this kind either in whole or in part. The fluiancial stringencies which have compelled them, education authorities to their great regret to curtail their nursery, education programmes need no further amphasis from me but the peragreph headed since the period of the period of the pamphlet addresses itself to the pamphlet addresse



the labs

Sir,-Most science teachers If 28) on the dangers of mercura However, the recent states; school near Newcastia upo i needs to be kept in personne one was injured by the work tion of mercury from s therein ii safer und more offenive wa measuring oven temperatures.

Mercury should be he wherever appropriate, by a teacher, using the methods R Clarke suggests. Any spillaged be caught in trays or be sweet and the area dusted with flower sulphur, thus minimizing the east of hauntful mercury vapour.

The need for expensive "sully equipment should not be receipprovided well rentified labs to used.

Much mure serious, I believe,

thu white profiles of based, the white profiles in the lab, where the highest access highly dangerous and porty hour lightly dangerous and porty hour

bruch, hottles that are so it

maths is hard

Sir, A correspondent in the columns (January 28) made significant for research into the process in tearthing majles. We would be reasoned in Hailgh that the research in mentions for also between the mentions are also

to have a much two presents why many children a reasons why many children is substantial oreas of main 1979. Illuwever, we will even a 1979 o lang wey from the link solution and we end our colleagues in a universities would centary a milyersities would centary to forgate la the me.

come an forcesse in the memount ullocated in 1858rd f. MARGARET BROWN,

KATIL HART, Chelsea Collège, University of London.

the Tory future ?" with the hysterical misrepresentation of Mr Woul-Chemicals. Concentrated Bids & Grane "A" poisons are on c

TONY WOODCOCK,

Right behind Dr Boyson

THE TIMES EDUCATIONAL SUPPLEMENT 11.2.77

to be the enswer to the urgent need to raise educational standards.
RUTH GARWOOD-SCOTT,
Cleestria, 13 Portman Park,
Tonbridge, Kent.

Sir,—May I reply to Geoffrey Woollard, "Dr Boyson must go" (January 28) with some simple gausry 28) with some simple solvies. Become a socialist! You will be more use to the Conservative Party on the other side.

Who could fail to note the difference between Dr Hoyson's rollist but moderate views for education, so outlined in his orticle. "Towords the Toy future?" with the hosses?

Better the democratic devil we know...

touch with the realities of the classroom often are those who pontificate
as members of education eurmittces. I also know from my present
work, which includes interviewing
candidotes for e variety of appoint
ments, that the reorganization of the
klad of which Mr Woollard boasta
has produced 16 and 18-year-olds
whose ochlevements ore in meny
cases below former standards.
It may well be that some of Dr
Boyson's suggestions would prove
in he the answer to the irrgent need

Cautious view

of advisers

Sit,—The recetion to lant Lewis's
article un the advisory service was
puelictable, and I thought Mr
full counter in most using statement that
"mast udvisers are tenchors aged
over 40 un appointment."

There is undoubtedly e conviction
emong people at the chelk free that

There is undoubtedly e conviction emong people at the chelk free that too many advisers bave not hod enough time with children. Also, the background of advisers often seems quite unrelated to the functions they have to cerry out and the power thereby invested. For instance one comes across mivisers, shart ar devalid of rural experience, rittually deciding short lists for headships of rillage schools, oud then influencing again at interview.

then influencing again at interview.

Is this not beyond an advising role?

To me the mantle of a controller very largely assumed.

Advisers should have fied sub-stantial experience, function out of such experience, and not be per-mitted to control teachers' destinies. D. V. RUGG,

The state does not hove to pro-

Nar do independent schools neces-

sarily enjuy tax exemption. This

connection between this ond stote

Parents who opt out of state edu-

estion do so only in torms of declin-

ing to secept the service. They still

have to pay for the asrvice in texes

school lunches escapes me.

Dr Boyson

Sir.—Since Mr Geoffrey Woollard's interface on thurst (Januory 28), constitution of the properties of a roply.

However, one might perhaps ask the properties of the ground Bene in their relationship between local education with relationship between local education of the properties of the ground Bene in their relationship between local education with relationship between local educationship with the properties and colleges of numbers of a roply.

However, one might perhaps ask the properties and colleges of numbers of the ground Bene in their relationship between local educationship with the properties and colleges of numbers of the ground Bene in their relationship between local educationship with the properties and colleges of numbers of the ground Bene in their relationship between local educationship with the properties and colleges of numbers of the ground Bene in their relationship between local education with the relationship between local education with the uritless is that the understantle the line between data of the properties is the time of the number of this matter, however, and the properties and colleges of numbers of the numbers of the properties and colleges of numbers of the numbers of the properties and colleges of numbers of the numbers of

To suggest that perents send their

Private means paying twice Slr,—Mr D. T. P. Mitchell's letter they believe they can obtain a more (January 28) shows him to be ill suitable education for their child st an independent achool.

SIr,—Your reports—"Boby snotching of OU" and "OU 18-yenr-ulds log behind in first yenr" (Januory 28)—lead ona to think there is surely acope for a small or medium sized ecollege to mount a couree involving Onen University camponents and young students. A authortive acodemic environment might well dispef "the loneliness of the long distance viewer".

The state does not have to provide independent schools with certificates of worthiness. Ragistration relates only to the suitability of the propriotor and the premises; not to the school's educational worthluess. Recognition as efficient does this, but application for recognition is voluntary.

To suggest thet perents send their children in state schools despite their inadoquacles because they are conscious of a greater duty that simply (their) own child's welfare" is humbing. They do so because either they are satisfied with the state provision, or there is no convenient indopendent school that can offer a placa, or they cannot can offer a placa, or they cannot afford the fees, or they do not want to be thought to be suobbish. sarily enjuy tax exemption. This applies only to those schools which ere run as educational trusts or as non profit-making companies. The low lucome groups. There are many independent schools charging less

thou £300 per annum. Independent schools do stand on their uwn feet and their parents help to prop up atate schools at the and rotes on the same basis as CHARLES OXLEY,

es thoso who roccive the service, This la not dono "In ou effort to preserve privilego" lant becauso Hesdmaater, Scarlsbrick Hall School,

Base for Open studies

might well dispef "the loneliness of the long listance viewer".

Milton Keynes Collego of Education lins been pioneering such a programme during the pust four years. Its collaborative scheme with the Open University and Oxford University allows young and mature students—including students with fewer than two A levels—to work simulationally towards the Open University BA degree and a teaching qualification.

only or sity BA degree and a teaching qualification.

Results arould seem to indicate that the caflega has been successful in integrating Open University distance methods within the college's characteristic epproach to the curriculum. It would be a pity to sever such an axciting link.

T. J. COX,

Milton Keynes College of Education.

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e 19 (1985年1943年 - A. Jan Jan Jan 1987) Amellio a San Al San Al Shington (1987) Art Feb

part of the whole educational experience. The testimony of teachers is that a BI Educational Cruise broadens young minds and deepens their understanding of everything they see and learn. The student fare is £95. Teachers travel free, in a ratio of one

teacher for every 15 pupils, occupy comfortable separate cabins, and share the dining room, music room, lounge, pool and bars with some 200 other cruise passengers. Teachers' husbands and wives can travel at attractive tares.

For further information, pleasa phone John Jarvis at P&O. The number is 01-283 8080, Extension 3691.

Please so ruise from Su Please so	okn Jarvis, BI Educational Cruises, e,St. Botolph Street, London EC3A 7DX, end me full details of Uganda's Educational nderland on June 10th. Cl and me details of Uganda's other Educational	
ruises□ AME		
TIOOL		
DDRESS	- Francisco	
62.		Education

h While primary teachers by general still

recognise the importance of formal skills,

some have ollowed performance in them

to suffer us a result of the uncritical

application of informal methads, and the

time is almost certainly right for a cor-

rectire shift in emphasis." Department of

"Well, pon could say this is my best bit

of writing, because it's got capital letters

and full stops. But it isn't the best story

Pre written. . . ." Nine year old in a

Last year, junior schools came in for a

lot of uncomfortable publicity. There

was the Tyodale affair. And there was

Neville Bennett's Teaching Styles and Pupil Progress, which purported to show

that children in fourth your junior cluss-

rooms, which the researchers defined as

"formal" (with several caveus and

qualifications), did better on a variety at

tests of progress than children in "pru-

Both these events helped to lucrense

the growing public unease about primary

education, When even an internal DES

document talks publicly about -" the

uncritical application of informal

methods" things must be pretty terrible.

Important technical criticisms of lien-

nett's work olunnst sounded like special

pleading, and the goings-on at Tyminic

were convincingly laid out in the Awld

I visited ten junior schools last term.

Six of them were chosen by two helpful

authorities to represent the range of por-

nal practice in their aren. Three chuse

themselves by chance, through informul contacts. I deliberatoly aet out to find one

example of "progressive" prnellce-"Church Eod". (The two enthorities pre-

ferred enonymity and it seems unfair to

name the rest, so all names have been

This week I went to describe whull

saw. Next week I will discuss some of the

questions I took away, in particular ones

about the work children do in schools,

what kied of learning it seems to encour-

age, and the effecte different teaching

styles heve on the work. They are questions which form the common currency of

some Schools Council projects, and make the core of the Bullock report, but never

seem-ro feature much in the Great Debute

changed,)

Education " Yellow Book ".

primary school.

gressive " classrooms.

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Since the publication last September at a report of the Notional Academy of Sciences in the United States. It has become clear that the next great environmental built will be along the layer of ozone in the stratosphere.
What the National Academy did

was to agree with earlier sugges-tions that there is indeed a danger that stratospheric ozone may be de-pleted by the chemicals used in refrigerators, some air-conditioning sets and—in particular—aerosol caus such as those filled with hair

purcome will be, except that there will be great henefits both for those who study the upper atmosphere and, in the United States, for law-

The chemicals concerned have been known for a long time. They ore derived chemically from simple hydrocarbons such as methane ond ethene by the replacement of all the hydrogen atoms by chlorine and flooring moons. This is why they

propellants is that they are chemically stable and that they can be converted easily intuitiquids at least towneratures.

List no surprise that the National Academy of Sciences had to arknowledge that even with the simplifying ledge that even with the simplifying

The orenos by which such seemingly inoncuring chemicals may causo traulia has been outly brooded upon. Because of their chemical stability (and insolubility in water! they are not easily removed from the homer idencan catalyse the breakdown of ozone (O₃) molecules.

(03) molecules.
So, the argument goes, the accumulation of these majorials to the luwer atmosphere may lead to a more or less permanent replaction of the oznic layer in the strainsplace. This lets through noore altraviolet light than there would otherwise be and in turn allows extro amounts of altraviolet light to reach the surface of the earth, oansing skin choser and possibly oansing skin choser and possibly other kinds of trouble.

What the National Academy of Sciences did lest year was to make the best calculation so far of the likely depiction of the ozone layer.

The Academy, however, gave it as its opinion that if the relause to the lower stmosphore of chilorofluorohydrocarbous continued at the present rate indefinitely, then the acone layer in the upper etmosphere will be depleted to the tune of some 7 per cent about o century from uow

In the USA tha result has bean a spate of activity by tha two organizations responsible for the regulation of the environment—the Food and Drug Admioistration (PDA) and the Environmental Pro-tection Agency (EPA). The former alraady has power to regulate the uses of cosmetics, and is planning to introduce by the end of this year a ban on the "non-essential" uses of the three most stable and widely used elilorofluorohydrocurbons. As a first stop, manufacturera will have to print a werning sign on their ecrosol ones from some polot halfway through the year.

nolo: halfway through the year.

At the same time the EPA lestruggling with the more difficult task of regulating other uses. One of its biggest battlee will be to devise legal instruments that prevent the leakage of these chamicals from the containers in which they are stored in automobile air-conditioning sats.

There are several reasons why the issues now being raised in the United Stetes make the proposed regulation of the chlorofluorohydrocsrboos nousual end important. Pirst, although the case against the chemicals is plausible, there is at present only the crudest estimate of how much damage will be done. Second, such damage will be done. Second, such damage will be done will be done, such desire as may be done will be done, such desire. Nothing that the EPA and the FDA can do in the United States can protect

Science diary John Maddox

futuro generations of Americans from the consequences of other people's practice.
The incertainties in guessing

what will happen are interesting in themselves. Ozone in the strato-sphere is liself formed by the action ultraviolet radiation on oxygen molecules in exactly the may in which chloring atoms are detached from the chlorofluorohydrocachius.

Ozone molecules unce formed then obsorb less energetic ultraviolet radiation than that responsible for their formation, shielding the surface of the earth from most, but not all, ultraviolet radiation.

ure colled chlorofilorohydrucarhous.

One of the simplest, for example, has the chemical formula CC1₁F₂. It is methane in which the hydrogens have been replaced by two chlorines and two fluorines. What makes this and similar materials usuable as refrigerants and acrosol propolities is that they are chemicals.

assumptions it had had to make, the eventual depletion of the ozone layer

sphere, and so are carried into the stratosphere. There, however, molecules can be broken up by ultraviolet light, and the ribotine atoms means clear that all the reactions that inight effect the concentration of ozone have been fully taken

long pracess of preparing the report,

the committee responsible to nized that there is a chemical than there is a chemical than between chlorine sade, mirrie oxide the effect of which in take chlorine atoms out electation in the stratosphets, ming the expected depletion of the stratosphets, ming the expected depletion of the control of this will not be the last different this will not be the last different this will not be uncovered in any case everybody seems acknowledge that cortainty our comme from direct measurement. come from direct measurements

This is where the tessard will benefit. Already, the be-States Government has comme Som in a research programme rithe budget President Ford has queathed to President Cane i cludes a request for \$45m to b the rescurel going for a lor three years.

Source exceedingly ingentury jects are planned. There is example, a technique for min direct measurements of akon uxide in the stratosphere brains In the normal course of events, lasers appeared and measured or amount of light scattered by specific molecules. Other pare hundring balloons to men not merely ozono and the cliffingrobylrocurbons themselve, other causes of confusion sad

Unfortunately, it is already to that the jah will not be so single for decades it has been known to come does not make a unite layer in the stratosphere—insel in patches.

eventual depletion of the proper layer could be anywhere between 2 per cent and 20 per cent.

The acknowledged uncertainties in the chemical reactions in the strate-sphere are mustly chain reactions, so that quite small errors in their assumed speed can bring quite large country to be more robust than be complainted effects. Then it is be un-been supposed so fat. been supposed so for.
With all thesa doubts, that surely a strong case for foliorable recommendation of the Main

of ozone have been fully taken the recommendation of the Mass account of. Academy of Scionces that for Indeed, lowerth the end of the regulations should be delayed

THE CREATIVE ARTS IN EDUCATION DIRECTOR-MALCOLM ROSS

University of Exeler School of Education Organizer—Schools Council Project—Aris and the Adolsscent

si Kaswick Hall College of Education, Norwich July 22nd-29lh. 1977 For teachers in schools and colleges, and in social Details SAE to E. Walls, Keswick Hall College of Education, Horsel Mil ST.

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and professional examinates (Accountancy, Bankist, critical Service, Law, Local Gotter, meot. Marketing, Secret, bip).

an idee of the range of approaches and attitudes that can be found in junior

teachere seemed to have trouble getling oo with their pupils, and worked
through shouting and thrests of punish to
peri fife turnor not the pupils and atmosphere of wellLondon Swit and Series and assections were related and rather inlegionstate by the Court life and rather inActresses by the Court life and rather inActresses of Court life and rather in-

lesult of the debate is to give mony heads and teachers an excuse to Ignore them. The accompanying sketches of six schools (three this week, three next) give

been 15.

ing comments and instructions. Except un special oceasions, such as reading a story, or public announcements about the swimming or vegetarian harches, teachers worked with individouls. It seemed a welcome break for children, os well as a visitar, when a teacher did grab the attention of a class to consider someone's work: "Listen everyme, here's a grunp of people who seem to think the telephone does the listen-ing. . . " Somehow, io loady "informal" clossrooms, there never seems to he u chance for much extended talk or discusslon, except for short set periods at the beginning or end of the sessions.

of three open-plan schools, and old the

others, seemed pretty quiet—children chatting a bit, and the teachers murmur-

Only two schools (Sherfield-described next week—and Church Endl hed thrown timetables out of the window. One other was heading in that direction. Teachers in the rest second to build themselves pretty tight timetables where none formally existed (see, for iostance, Alderman, Vaccinate The man, Vac man Veoning). The usual pattern was "basic akills" in the morning and everything else in the afternoon.

My etrongest impression of a great dee! of the work, in schools where "the basics" were sbarply distinguished from the rest, was its duliness. Maths, whether tinght from comneccial schemes, whether implify from comneccial schemes, workcards or blackhoards, seemed to consist of columns and columns of sums, with a gloss of weighing and measuring and shape and time. English was reading schemes (plus SRA reading luberatories in six schools—used two or three times a week and not, as the makers intools week and not, as the makers intend, hi short intensive hursts), grammar, punctualon, comprehension sirills and set com-positions. "Independent rending" and reading storion sloud seemed often in come in as relaxation at the end of sossions, or ways to fill up gaps.

I'or competent children this meant spending a great deal of time on quite rewarding, but fahrly pointless, reheorsul of besic skills they hed alreedy acquired. For straighing ones, it meant puzzling hours with workbooks and workcerds, with instructions they found difficult to decipher. "These ore hundreds. Comwith instructions they found difficult to decipher. "These ore hundreds. Copy them into your look". "Fill in the missing lettere [un example was given: carry—marry] Donger—hu...; Oncede.". "Sort out the sentence—Mouse the little balloon on a floating up is " (the lest had a picture to help). Some of the less able children ecemed to spend a good deal of tima tracing and colouring—whether in matha, English or "topic". Like the harder drills for able children, this made quiet, rather sotisfy.

children, this made quiet, rather sotisfying, lucy work.

The one time I saw class teaching of hasic skills, it asemed much more lively than most of the "individualized" work. muelc, developing nupils' autonomy, or whatever. There is a great deal of difference between a school which puts an duction—"These words teach you the doing prepositions. After a quick lotro-duction— These words teach you the eight-year-old non-reader into a rainedial group, and one which "takes him off reading for a while and tries to find something he's good at". But the slin la the same—to get the child reading in the end.

Reary school set out to teach applications. poeltion of one thing in relation to the other "the teacher took the class thing he's good at ". But the slin la the same—to get the child reading in the end.

Every echool sat out to teach spelling, puoritation and the four rulee of arithmetic, and in each one somehody and (sometimes rather smugly) "You may even hear children chanting tablea here."

I sew spelling tests, done as a class and it is children seened to be conyou cannot use it ngaln lo the next sentence". But it was quite fun, and sluost all the childran seenaed to be contributing and learning from each other's contributions.

I sew spelling tests, done as a class, and handwriting exercises, in every school. All but two schools (Burt Lodga, and a To some extent the class-teaching funcmulti-racial city achool) bad abandoned its distributional classroom arrangements—rows of desks facing the teacher—in favour of informal groupings of desks or tables. Most teachers kept the children there down as ladisdays and the children to be a down as ladisdays are children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisday and the children to be a down as ladisda



The worst of both words?

What actually goes on in junior schools

these days? How relevant or helpful is the argument about 'formal' and

'informal' methods? In the first of

two articles. Virginia Makins observes the approaches and attitudes of

a range of junior schools

"In many 'koformai' classrooms there never seems to be a chance for much extended talk or

stem-to feature much in the Great Debute (though they are of crucial importance if we want to roise stendards, particularly in disedvantaged areas). Indeed, one result of the debate is to give mony heads and teachers were extremely organized obout their work, and the feachers wasted central class. They varied in they set minimum time on having to keep control. All the teachers were extremely organized obout their work, and activities and about it, and how much time and eaergy they give to other alma social development of the talk and activity teaching basic skills was one of their destroints. They varied in they set minimum time on having to keep control. All the teachers were extremely organized obout their work, and the feature wasted central class. They varied in they set minimum time on having to keep control. All the teachers were extremely organized obout they give to other alma social development. plannail.

In the inner city schools, there was a sense that a war had just ended. At last heads could concentrate on the job in

ing up much better grounded in tho basice. And three city beads said that they had only two or three 11 year-olde this year with reading ages below nina, where five years ago there might have

Steel nibs and blotting paper

Burt Lodge is in a leafy suburb, "s bit of a problem", said a teacher hands seem to stretch up to the ceiling, " pear A stream teacher says: "As a colonized by the striving middle "After Christmas they think: 'I'm all Class 4A have their heads down, they're not quite ready to make he classes. In 11-plus days, 70 per cent right, I'm safe!" The vonngest bottom: writing tin ink with cool nibe and it may not as "Change is in a leafy suburb, "s bit of a problem", said a teacher hands seem to stretch up to the ceiling. " pear A stream teacher says: "As a colonized by the striving middle is a problem." The vonngest bottom writing tin ink with cool nibe and it may not as "Change is a problem." of its pupils went on to grammar and iodependent schools. The head has been there for 25 years. His aim, he says, has been to provide parents with the best that private schools can offer (he claims that the school's reputation has pushed up property values in the area). He keeus flies of old examination papers in his office to prove that standards have been

Instruction, French, spelling, English grammar, arithmetic... There are twice-yearly examinations, and after them children are promoted or relegated between sign. The class makes agonized yelning streams. The fourth year A stream are noises, like pupples—oh, oh, oh—and the off the board, or out of books. The fourth was there they were using

stream class is kept small, with 20-odd tattered bits of pink hlutting paper). — "A scarecrow's story", "Suddenly to children. There are 325 children in the They have been listening to the BBC plone of my hedroom opened..." are given school, in 11 clases.)

When a visitor enters a class the rhilthen stand in their rows of paired desks, and lagulationsly chant: "Good afternoon Miss Ma-kins." The first class I visited was revising mathematics before exnminations. It was very snappy staff, All teachers are given a limitable—
geography, history, nature study, science, current affairs, civics, music, religious

Control of the meaning of the various signs, forests of hands waving, wanting to give the answers. "Divide, wanting to give the answers. "Divide, wanting to give the answers."

There was transfer asking the meaning of the various signs, forests of hands waving. Shorts).

programme "Exploration Earth", and viriten and quite imaginutive. are now copying a short text in the programme's accompanying workbunk into their exercise books. The teacher says that sometimes there is time for discus- i ship. Exercise hours show that in E sion, but the periods are rather short, tory, the class did George Washington The bell goes, and off they go for physical July, the Vikings in September, Alle education (very dressy, in green and gold it the Great in October, William and Bed

There is a lot of competition in the each. "The first week we talk the see work, both for marks and for house points; we do writing", the teacher said in taking owny house points is one of the science hook a child has written: When

In a securil year C stream class the is children's work on the classroom of . — untably a hamisome picture of a Viz in November-a few lines of noter to

The worst of both worlds?

Continued from previous page

niany jobs better than they could-providing stimulus for project work, and even morivating children to get on with the basics. (The BBC's Look and Read, for slow reodars, seems a great success). But television progrommas, however good, madn ellant viewing, and ofton seemed to lead back to silent individual

The "topic" or project work often scanied almost as boring as the drills for basic skills, Whatever their subjects the saasons, vikings, covenien or the tele-phone—projects often depended on copying out the rather thin offerings of duslific to find results provided little evidence of sttempts to get pupils thluking or observing at first hand. (The Bullock report commented that "Much of the writing lists had dono in the name of topic work amounts to no more than copying ").
Resources are certainly scarce, but re-

sourceful teachers seemed to have acquired enormous amounts of stuff for direct study—from the neighbourhood, the local teachers' centre or library, the children's and their own homes. The less resourceful seemed to have excluded any chanco of bringing in immediate observation—for instance starting a project on the seasons with spring, when outside, the city was in the grip of an unusually

It was unusual to find much science in the work, and there was even less technology. Science did, of course, come into

demonstrations of practical experiments praceed. to bock the displays of finished work on

the walls. Severol hadds and teachers ware aware of the ilmitations of the "topic" work (and, aven more, of art, craft and music). But they felt they must get " the basics ' right first. Heads who, during the stuff-ing war, said they hod used extro responsibility paints to hang on to adequate teschers, however inopproprinte their qualifications, were now toking trouble to find peopla with odequate subject hackground to oversee science, or matha-

But how much influence the speciallets had no work done in classes other than their own, vnriad widely: some went into oll classes to help get things going, others (like many local authority advisers) had to walt to be invited. The mathematics person usually seemed to have most influence, perhaps because it was here other teachers really felt they

It was clear that sn energetic reading/ longuage person could do an enormous amount. In two of the schools (Auriol Rise—described next week—and the formal multi-racial one) every book in the place had been colour coded for level of difficulty, so teachers and children could get off the reading scheme hook and choose all kinds of books, knowing the project work: work on fire led to the level would be about right. And, in reslize, these children hove no ren learn, same teachers are galling oxygen and vacuums, as well as Guy one big (600-odd) city primary, the en- language", one head told me. Devoted worst of both worlds.

cume in a routine and rather historical grip on projects, discussing the various they hoppen in be Asian, these are fixed way. I must have seen more than half possibilities of different topics with teaduling the projects an aspects of energy. The chers, and producing careful flow dialenglish as a secund language station to different ways the work might schools. If they are white or back, the

Most of the schools were paying a great deal of attention to recurd-keeping (pechaps this is one of the good results of the public anxiety.) This was partirularly true in the informal schools—the more formally inclined heads still tended in rely nn yearly examinations, conventional teachers' repurts and standardized

week) had worked out elnhorate records the moths and languogo devolution, as well as general records of whot other work hod been covered and teachers' assessments. (How much the records are digested seams to very-particularly when children move on to o new teacher.

In almost all the schools—whether in

Fawkes and shape poems. But often it vironmental science chap was getting a attempts are made in give then some. scientions attempts are made to get des perturning adequately on the basics.

Itut in these areos communication proleus between tenchers and pupils, and tenchers and parents—ivere apparently great that teachers seemed unaware of any idens or experience children mile laring, to hear on the work. Their relates with the children were warm and accept tests for rending. All schools used reading tests—usually Burt or School during they know land told no) a great fell ing, they know land told no) a great fe lu suhurhan schools, it seems the

children's talents—at dancing or mus or words—are more easily recognised parents and teachers, and the teyers true. You are tall that a girl is a excellent flautist—not that her mother had just run off with a baok clerk.

In almost sil the schouls—whether in country, suburban or inner city areasheads were quick to tell me abnut the special difficulties of their children, the one-parant fsmilies, or foullies with both parants working, the seporations and divorces, the materialist telly culture of the homes.

In inner cities, of course, language deprivation was added to the cotologue. The Bernstein message has apparently got ovar loud and distorted, "You must reslize, these children hove no language", one hesd told me Doubted.

An autonomous way of working

runnd the class, out of their renders (World Wide, perhaps). They went straight from a story about the coming of railways to one about a hoy on the Zambesi, without pause. They read with campest, without panse. They read with emsiderable style, and attention to punctionion. Only two children (both from a local children's hume, sitting tugether because ntherwise they disrupt the rest) seemed turned right off.

The teacher, who is new to the school, says it is difficult to get through the timeable with the C stream. She works with individuals an reading in the lunch hour, and hopes that mathematics might he a bit easier when she gets the Unifix cubes she has ordered. She came from a more informal school and says: "With the competitive spirit they learn very well here." I ask if they mind being C stream: 6, 3, 2 and 1 all fit intu six." Or, from ing with eight- to nine-year-olds—mostly

The first thing that hits you at some problems..." Occasionally, there it teacher. The work in this class was constructed in an engage variety of media. The second is the lmoks-students bind their projects into large illustrated books, with hard, specially designed covers and buckrant spines. They cover an enormous range uf subjects, and vary in depth-but they all seem beoutifully written and presented.

independently of general project work, all the children write books on maths tonics. "This project is going to be about facturs. A factur is a number which fits exactly into another. For instance, if you take a number like six,

the Oxford hook of food plants...."

It is a small but growing all-through school demunds. village school, with 220 pupils, including A class of nine to 11s was reading nn its infants. There are gypsy children, chilvate estates. The school is purpose-huilt and fulrly open-plan, but the hend hos just had tu muke a new class in the nld school hall.

"Really, at the bottom, they don't notice."

6, 3, 2 and 1 all fit inth six." Or, from new to the school, with a sprinkling of cals: "0/2 and 2/0 present me with

teacher intervention: " As I needed some groups of eights and nines-teacher and mure writing I looked up pumpkins in children were being led gently into the autonomans style of working that the

own. The children were writing, nainting dren of city commuters, agricultural and working by themselves or with frieods workers' children from Isoluted cottoges, on projects (subjects are often tackled and children from new council and pri- in groups, but everynne makes their own record, which becomes a hook). Besides a good deal of free writing I saw work on cars, bees, churchyurds, musical instruments, cerenis and Dutch elm disease (which had inspired art work based on the patterns the disease makes in wood). "I talk a lot about getting o shape ta the work, beginnings and cods ond paragraphs", said the teucher.

Four or five simple arithmetic sums were on the blackboard, a hondwriting exercise had been converted into a display of illustrated csleadars for 1977, and there was a display of professional-looking Christmas cards, based on geometric designs made with compasses (the childran were quick to point out infinites. simul croukednesses:

Seven-to-nine-yeor-olds - the slower learners, separated off briefly for a session on basics—were finishing a spelling test onl settling down to various tosks. One had drown a complicated pottern: "Lovely, but what can you soy about it?" asked the taacher. "You've got so many lines and triangles and squares you need o computer to work un it." A boy was stacing glumly at his drawing of o tractor -the start of some agricultural project. After some nagging by the teacher, and a friend, he started to write.

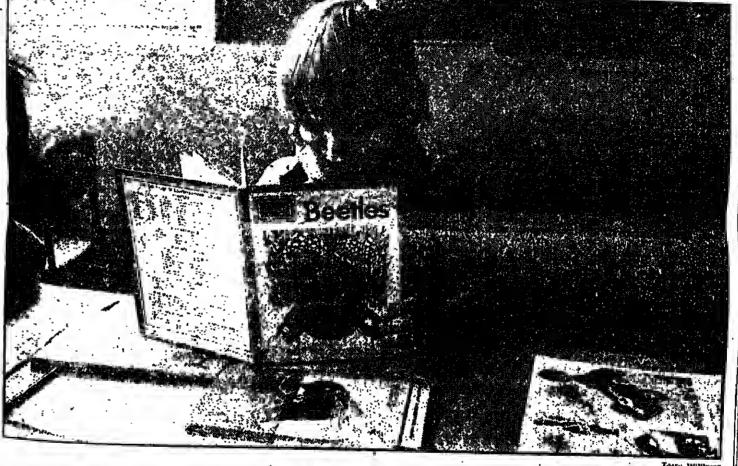
In this school it is easy to see the development of the work. The infants, besides starting on reading ain mathemotics, are enrefully taught to handle choices and make use of the available resources-at first Lego, or clay, nr sand, or whitever, They are taught to value their own idens and presont them in bnoks. " Afternoon tea, by Richard."

The sevens ond eights seemed to ba doing tried and tested projects—on the school hedge, or the school pood-but alwaya with the cuphasis on personal observation and experiment (one girl's pond project had got into work on n papyrus plant, and sha had tried to weave tho stuff: "I think the Egyptians were very clever ", she wrote). And finally, you get the finish of the older children's work.

"People see all the art work and do not renlize whot o good vehicla it is for communication", says the head. He does not worry about balance; "If you learn things, in a way that gives you joy; balance as the work goes on is auto-

There are mathematics guidelines for teachers who need them. They do not bother to produce their own workcards: "publishers do it better". A wide range of raferenca books and Ideas books -- such

是一个人,我们就是一个人,我们也不是一个一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人, 我们就是一个人,我们就是一个人,我们也不是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们就是一个人



"Projects often depended on copying out the rather thin offerings of Ladybirds or Macdonald Starters"

with the process of the second or graph that expenses

Basics in the morning

Alderman Venning is deep in an importance of the contraction of able-holded white families has been decelerated by a pinned, then about a more agreed to the families has been doned, when accelerated by a pinned, then about a more agreed to the families has been doned, when the contractions—they agreed to the families has been to the families has been to the family agreed to the family

Robin Maconie looks at the interrelationship of music and neurology

Music and the Brein: Sindles in the Neurology of Music. Edited by Mucdonald Critchley and R. A. Henson.
Heinemann £11.50. 433 06703 9.

Music and the Brain is en important and necessary book. Nelther the medicel profession nor the musical hes had conveniently avoilable until now a cogent summary of present day endeavours at noderstanding the physiological conditions offecting musical composition, parformance end auditory response. The editors heve assembled papers on 24 areas of current research end divided them into two major divisions, the first dealing with musical obilities in ordinary people and the second port with a selection of physical end mental diaebilities bearing on musical performance. The general conclusions and performance. The general conciseness and lucidity of contributions is remarkable.

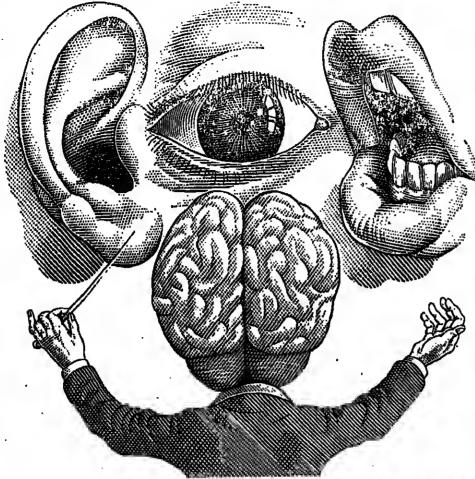
lucidity of contributions is remarkable.

The book is designed for non-medical reoders and admirably succeeds, though it would be wise for those unfamiliar with the language of neurology to keep a dictionary within assy reach. Indeed, not since Halmholtz has so much relevant information been gethered into a single volume; the book is both a compelling argument for including a grounding in neurology eas a part of normal musical training, eod a most welcome initiative in establishing a working dielogue between the two practices. betwaeo the two practices.

betwaeo the two practices.

Thot such a dialogue is desirable is recogeized at the outset by the editors. Dr Henson, Honorary Consultent Neurologist to the Royal Society of Musicians in addition to his other reaponsibilities, introduces his own chapter one, a general overview, with engoging condour. "The neurological literature on music is commonly dull and lacking in interest to the general reoder", he says. "There is a wealth of distinguished writing by neurologists on philosophical and hierary musics, end music has fared ill by comparison. The reasons are not too far to seek; they include reasons are not too far to seek; they include inodequate unsical knowledge and a proper inodequate unsical knowledge and a proper epprehension of venturing late difficult fields where troditional scientific guidelines are often unavallable. On the other hand, the literature of music is rich. Musicians have rightly made their own studies in practicel or applied neurology. Teachera heve expounded their idees on motor activity and voice production as they relete to performance, hitherto with little assistance from ecurophysiologists. Others have recorded their views on memory, an area where neurological knowledge is enlorging end increasingly cepable of helping the musiciae.

This is a splendid beginning, and I am sure the editors will eot object if I follow it up by going straight to those points in the book



where trained musical guidanca is most evidently needed. To be aure, the field of music implicitly under review here is and instrument in which it is uttered. A Western music. Though a reader might expect the discoveries of the researches described to apply to the human music-making faculty throughout the world, it is by no means clearent that observations mis. by no means clear-cm that observations mis-ing from (559) classical European convening from (say) classical European conven-tions of tounity out notation, should resulve as aniely similar questions affocting the musical perceptions of clossical Japan, whose notation appears to postulate quita o dif-ferent mode of llatening, or of classical India, where music is precised without reference where music is preclased without reference to notation, or even to some verietles of new music now regularly being heard in this part of the world. A functional guide to notational practice and the connexion between notation and musical instrument thesign is badly neaded, and it is a job for a musician.

Lock of an intimate fomiliarity with must-cal parformance often leads contributors to particularize, not vory consistently, on a single aspect of an organic cycle of physical action and mental response. The sound of

token to produce it, and of the environment and instrument in which it io attered. A musical composition is also a matrix of a composer-performer's sense of hearing, in the broader sense of organizing his auditory per ceptions as well as in the narrower sense of tuning and influencing his surroundings. Neurologists will benefit, I think, from a

Neurologists will benefit, I think, from a cluser appreciation of the teadback element which enables a performer to continue to purform when his appreciation of pitch is dishibished, when "his mind is elsewhere", or (as in the case of Cage's prepared photo) when his instrument responds differently from normal; ond which enables the non-playing listenor to moulton a physical listenor to moulton a preciously at will os infurntation of a positional, gestural or assuminhaguistic kind. This is of more immodilate consequence, it seems to me, then investigations, however tantalizing, into composers' assuciations of key and colour.

I wander, for instance, whether C. G. Phillips ("Brains and Illumis") may be per-

tence "Nor do we have much idea box; "static" store (musical score) could reke the appropriate dynamic sequences of marmon " and his subsequent remark, referring to the evolution of the koman forelimbre tree-living prehumans, "Survival, In subset harmoniam, yould have been favoured by improved vision. . . "In a musicle of more of a score represent, as it were, a language of a score represent, as it were, a language of score is supplied by the performer-listener; he haps and of habit, and such it is not enough for Dr. Henson, surveying it is not enough for Dr. Henson, surveying musical imagery which initiates many sommer in a separate paper on "The Laguage of Music", in deprecate such momental integration of the context is which they occur, without considering for they may imply the explicit surface of musical imaginative response which has man deeper, more mubiguous layers of correspondence?

ence?
At three an author's reasoning is difficult in follow. I do not understand why R. L. Pratt ("The Inheritance of Musicality") partoses that "In situotious where an enaise mental factor can be shown to be highly in portant, the genetical coordination is therefore the protection of the genetics two different things? I can use simulated ". Are not environment all genetics two different things? I can use simulated when the protection of th

emerges fram Dinoo Deutsch's par "Memory and Attention in Music". The "Memory and Attention in Music". The commenced on Dr Deutsch's work before these rolmons, and on still of the opin that what a subject chooses to make a tidy pitch patterns heard through estylens ought to be construed as evalve actar rather than as musical interpretation (be two new not unconnected, of course, is music should convey o sufficient illusions externality for attention and recognition is the read into it, whereas pure tones head is linearly homes offer next to no smalled coes. adpliques offer next to no spatial cues).

licadphones offer next to no spatial cues). My norn favourite chapters land they are many) tend in be those where factual deservation prevails and aesthetic speadate takes a hack scort from which h is not allowed to thire. Among these are two line papers on the voice, by A. S. Kharabata and T. A. Soars, the first revenling, among other is cination details, that the vocal rhood is which in the founde than in the male, a study G. Hacrer and H. Harrer on "Music, Emmand Amonomic Function" which, interest and Amonomic Function "which, interest and Amonomic Function "which, interest and Herbert von Karajan conducted symphony and piloting n jet aircroft, Alich Moves's elegant chronicle "The Search of Herbert von Karajan conducted him the plant Persons lackuling Musicians" which has in the with the comparative size from the dependent Persons lackuling Musicians which has in the with the comparative size in the lackuling for inches a contlead equipment and inequality legit and left hombspheres, and W. H. he though the fact of the suffered psychiatric diseas have to have suffered psychiatric diseas have to have and Montai Disorder". All he all, this volume is a most impressive schement and offers a very useful plears a music as seen from the other side.

21 Books

The problem of priorities

Keith Lye on emergent states in Africa

Ghanu's First Republic 1960-1966. Methuen £6.50. 416 84430 8. £3.95. 416 84440 5.
Two African Statesmen. By John Hotch, Secker and Warturg £6.00. 436 19127 X.

Education and Politics in Africa. By David R. Murrisco. C. Hurst and Company \$9.00, 903983

21 4.
Freedom Railway, Ry Martin Bolley.
Rox Collings £5.00. 860 36 0245.
The Lands and Peoples of Eost
Africo. By G. M. Hickenan and
W. H. G. Dickins with E. Woods,
Loogman £1.25. 582 60219 X.

inuld how u poor diet might affect mend inpucity es well os performante, but light ment what the author has in onind is muichly eracy, nut I am not sure that I agraved him.

Another constricted notion of mesels the mency and Attention in Music." I im more and Attention in Music." I im more and Attention in Music." I im mency and Attention in Music." I im mesessary in anti-colonialist leeders in emergen nations was a cruckul factor in pre-independence, the same leaders were confronted by problems, palitical and economic, which differed substantially from those encerges from Dinoo Deutsch's same accountered before. Striking evidence that leadership qualities necessary in anti-colonialist novements were not always appropriate The character of nationalist leeders

necessary in anti-colonialist movements were not always appropriate in natiao-building csme, in post-colonial Africa, to the form of more than 40 eaups or revolutions.

Ona of the most cherismatle of all black African nationalist leaders was Kwame Nkrumah, whosa lofty ambitions seemed to many to mirror the aspirations of an entire continent. It is now nearly 11 years since Nkrumsh wos deposed and, in a contribution to Methuen's Studies in African History, Trevor Jonea gives e scholarly account of what west wrong in Ghane's first republic.

His back details the sad story of the erosion of civil liberties, the

His back details the sad story of the erosion of civil liberties, the slide towards dictatorship, the widespread hefficiency and corruption, the elevation of the civil sorvice, the farming community and the account.

While the author outributes blome for many of the mission and or

While the author outributes blome for many of the mistakes and excesses of the regime to odvisors and so party members, Nkramah himself bears the heaviest responsibility. After his fell, most Ghandaus were agreed that nower must never again be so concentrated in the issaed of one mon.

There were other lessons to be leaned, particularly in the field of economic development. As early

R. W. Noble at the

Books Exhibition

Third World

os 1954, the West Indian ecanomist Dr Arthur Levis had advised ogainst rapid industrialization. Instead, sald Lewis, Ghana' should build slowly on existing skills, especially in the farming sector. But Nkramali and his Convention People's Party were committed in a rapid rise in the standard of living, and this containment was dependent on industrialization.

However, their over-ambitions programme proved numer kable, despite some real achievements, such os the building of the Volta dam. In the sixtles, reckless borrowing inflated the external debt to unmanageable proportions and, since 1966, Nkrumah's successors have lived unter his shodow.

Trevor Janes's principal purpose is to analyse the issues involved in Nkrumah's failures, but his book is by no means dry. His pages ure propoled with colourful choracters, sinister, canspirntorial, heroic and comic, including the minister's wife who buught of \$3,000 gold-plated bed to cure her infertility.

John Heich's study of two Alrican leaders, Kenneth Kaunda of Zambla ond Julius Nyerere of Tanzania, has a more optimistic tone becouse both men have survived, though not without difficulty, the trensition from anti-colonialism to netlon-building. The author conotantly reminds the reader of his long-term friendship

anti-colonialism to netion-building. The author conciantly reminds the reader of his long-term friendship with both leaders, but his personal knowledge chables him to provide e lot of useful information about both men and their countries.

It seems reprettable that this

both men ond their countries.

It seems regrettobla that this book, like oll others by the same sethor, is banned in Rhodesia and South Africa, it would surely help European politiciano in southern Africa to understand better the charecter and beliefa of two of their most importont odverseries.

John Hetch is primarily concerned with explaining the evolution of the philosophies of Kounda and Nyorere. He describes Kaunda's Christian background (he was the son of a russionny) and related it to his "Humonist" foith, which Kunnda claims is a Christian extension of socialism, Nyerere's political Kunnda claims is a Christian extension of socialism. Nyerere's political boliefs lanvo develaped more from Intellectual conviction than from rellgiona feith, although Nyerere, tao, is a committed Chriotian. His njamna (fomilyhood) socialism has its roots of least as much in traditional Africon values as in Marxiam. Huwever, both men ere trying to build ofter antive cocletles and their ideas ore worthy of study by anyone concerned with the problems of the Tbird World.

Home-made musical instruments in the Blue Nile region. An illustration from Sudan under Nimelri, by Anthony Sylvester (Bodley Head £5.00)

After independence, Touzanie ot Third World countries ince trefirst fallowed on economic developmendous problems in arriving at suitable oducetional priorities. In ment plan bosed lorgaly, like Buitable oduestional priorities. In the first few years after Tanzonia beceme independent, educationel expanaion, the ebolition of discrimination and tha standardization and Africenization of curricula all helped to develop e growing senso of stationhood. However, this was not enough for Nyerere, who regorda education as a privilege. Its purpose is not to confer social advantages, but rether to help people to serve oociety in a more substantiol way. Nkrumali'a, on Industrialization which was to be finonced by foreign loans. But the plon misfired. Only about half of the foreign cepitel materialized and industrial expansion, though real enough, did not bring tha expected benefits as prices and woges for urbon workers roas ateeply. The rural-urban gop widened and the steedy movement of people from the countryside tothe towns increosed. Nyerere decided to chauge course, giving priority to agriculture and olowing

Hyerera's redefinition of educa-tionel policies came partly ea e response, as David Morrison points out, to a public display of whet he considered to be élitiat ettitudes dowo industrialization, mokiog it dependent mainly on finance from dependent mainly on finance from donastic resourceo. The keystone of his policy was the regrouping of people in aelf-help ujonna villagea.

John Hatch believes that Nyererois, in many wars, "the most radical sacialist in the world". One of Nyerero's more important munifestos, Education for Self-Relionce (1967), is examined in a book by David R. Morrison, formerly a lecturor in political actence et the University of Zambio.

omong students who demanded exemption from compaisory national service. Nyerere's policies involved making schools and colleges self-sufficient units by increasing agricultural and technical training and establishing school farms and workshops. Primary schools, which could not be expected to produce their own ford, would be integrated into village life. In such ways, hyerere hoped that students would learn about the basis of Tanzunia's economy and make a practical cantribution to it.

Can such a policy be implemented, will it command popular support and will it be effective? Mr Morrison thinks that these questions will be enswered in the efficientive only if the overall stretegy of rurol development is successful.

stretegy of rurol development is successful.

One successful development project has been the building by the Chineae of the Great Ulbury (Freedom) reilway between Dar es Saloam end Kopirl Moshi le Zemblo. The beckground to the project, with on ell too brief section on the reliway's actual construction, is described in a very readable book by Mortin Bolley.

The chief objectivo of the 1,155 mile rnilway was to reduce Zambio's dependence on its southern Africao neighbours. However, even os the rallway was completed in 1975, the independence of Angolo end Mozambique had changed the political eluation. Mertin Ballay points out thet the railway will probably stimulate ecocomic development, especially in southern Tanzania. It will also strengthen links between Tanzania end Zambia, two natioes with much in common.

Finally, and briefly, the reviaed edition of The Londs and Peoples of East Africo in a good example of the excellent range of textbooks being produced in end for the Third World. It covers political fectors simply and thoughtfully and would meke fine background reading for eny visitor to East Africa.

Education and the **Urban Crisis** *

EDITED BY FRANK FIELD

Bosed on two Gulbenklan conferences, Education and the Urban Crisis explores the current trends in Juner city arens in the United Kingdom and examinos the part to be played by education in reversing those tronds of decay end disorder. However, the key ergument of the book la that povarly le et the core of the contemporary urban end educational crisea and it is this that should be tho parentonot concern of aocial policy. £3.50, paper £1.75

Reading and Loving *

Learning to read is probably the central educational achlavement in any child's life. Lella Berg bellevea that the enjoyment of books and the ecquisition of reading and writing le not primarily en ecedemic or technicel skill, but grows from e warmly physical and emotional base of shared delight with another human being. Sha traces the varied ways babies learn to communicate, and discusses the place of books in the lives of different groups in the community. A timely, thought-provoking book for both perents and teachers. £2.75, peper £1.20.

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Ignorance is bliss

Ronald Fletcher on applied social science in a philosophical vacuum

Children and Television. Edited by Ray Collier Macmillan £7.50. 02 977290 7.

Dedicated to "the reduction of certainty" (os well as to two friends), this book entirely succeeds in its declared objective. Reeders will beve no doubt whatever, at its close, that those who have studied the relationship between children end television know scarcely stything ebout it. There may be those educationists, teachers, pareots—who hope for knowledge in this field. If eo, they should not go to this book, where they will find ant go to this book, where they will find ship how social scientists can qualify their qualifications in the direction of infinity without coming to any conclusion whetever except the conclusion that they are unable to come to any conclusion, which conclusion, come the leas, "if it is to be scientific" must be fully documented and validated.

The major flew in this book—cleiming to be a "re-integration" of studies in this field which heve become "fragmanted"—is this complacently organize estitude towards sociel science. The "reduction of certainty" in the sanse of eliminating ill-founded convictions is a relid aim of salence but convictions. tions is e valid aim of science, but science tries, too, to replace these with more accurate explanations which—within a properly definited subject-matter—ara testable. Though this book does contalo studies aimling et fact-finding and conditions of test, their basic conceptualization is an loose es to be kind of bottomless conjectural quicks and en which no firm bouse of explanation can be built, ft sounds frivolous—but God help

enica, it would necesserity contain e number of empty sections." After 20 years of research it would be redundant before it had bagun; and from there we are launched into the packed pages of loose questions, unexamined essertions, unrepresentative samplet, and endlessly qualified cooceptuali-

us if such social scientists were ever to concern themselves with the "needs", "functions" and "effects" of, let us say, playing riddlywinks. Then, indeed, ther would be books about books without eod.

This seems harsh criticism, but let ma substantiate it e little. In e declared task of "re-integratiou" the aditor none the less provides "enough diverse material" to indicate the veriable work of 20 years; a "backdrop" not an "ovar-view" of an introduction; enni a "structured" selection of works which is "not representative", "patrhy", and "by no means ideel". All this is daliberate. "A more conceptually sophisticated structura would be redundant at this stage einea it would necesserily contain e number

sampler, and entressly quantified coocephants action.

It is difficult, we are told, to explain "why we apparently need television". Certainly, it must be "Socializatioe"—the worst concept even to hit philosophically jejune sociel scientists—is equated, with the training of the child "to fit into a particular part of society" even though the iodividual is considered "rather more thoughful, acrive sind selective then a quick-frozen pee". This is the level of the discussion throughout the book—in gremmer as well as in concaptually of the chevision—os in elater statement thet the values of television—os in elater statement thet the values of television professionals are not the same of television professionals are not only slight in themselves, but cen bear scarcely any qualitative interpretation. Generally, for example, boys watch TV nine mieutes a day more then middle cless of the material values and working class viewers, girls watch 12 minutes a day more then boys.

The loosaness of aupposition hare rests on a such the solution of the studic is when solute in the studic is when the conceptual carly can be shown to the comparison of "everages" in the solutions are not only slight in themselves, but cen bear scarcely any qualitative interpretation. Generally, for example, boys watch TV nine mleutes a day more then below.

The loosaness of aupposition

duy more than middle class children, where in BliC viewing, the class difference is needlightle.

neglisible.

Vell . . . though some "aggregate a feet with the mass media tend mainly to sense are established—about age-sequence of feet and the like—about age-sequence of feet and the long of the long of the long institute of Educa-graphing in the dark when it comes to set and the long of long of long of long of the long of long o

ers who may be influenced in distinctive ways." How, if we all experience the seme thing differently, some of us can be shown to experience the same thing in the same way remains a profound mystery, but, as might have been expected, wo at once find nurselves divided into our old familiar categories of ege, sex and class.

The loosaness of supposition hare rests on a sheer philosophical vacuum. Hisbop Berkeley would have wept bucketfuls over such beginnings of "herd" science. And when we get to the comparison of. "everages" in the analysis of the "cetegories", restling, as they often do, on edmittedly underposentative semples, the quantifications are not only

leges now.

We must roly, therefore, on our of sidered judgment, recalling however, sidered judgment, recalling however, that this less o person than Socrates, that this less o person than socrates, that this less o person than socrates, that this work has been always ignorant to have long, way shore of knowledge we have a long, way shore of knowledge we have

Internation and Uganda ment any number of Hollywood raids on Entebbe.

Other important African and Caribbean works on display — for instence, Taban lo Liyong's Ballads of Underdevelopment from Hano Zell, and Andrew Salkey's Anancy stories from Bogle-L'Ouverture— elso reveal much about the past and present in their respective areas. In his Africon Book Publishing Racord, Hans Zell & elso about to publish concisa reviaws of significant Africae books chet seidom get reviewed here, eod be is bring it ing out a directory, African Book World and Prese (more like the U.S.'s Literary Morket-Ploca than Tha Writers' and Artists' year Book) which will assist writing, publishing, and book distribution in and for Africa.

Although thera io not yet an equivelent trade bibliography for Southarn Asia, a few oudsets of specialize in Indian materials. The equivelent trade bibliography for Southarn Asia, a few oudsets of specialize in Indian materials. The Indiae publications diaplayed by Some Books very in quality, but several of their publishers—most an notably the Delhi Children's Book Trust—produce well-written, vividiy illustrated and carefully printed dworks such es Toles from Indian Christiae All London, S.W.1.

Christian Aid Publications, 151 Strat.

Feesat publications from the Centre for World Publications, 151 Strat.

Feesat publications from the Socio-aconomic development in the ford Rood, Birmingham B11 1RD. The mass media tend mainly to sen-World book publishers and distribu-tes offer towards e true epprecia-tion of our world environment?

Cure for ethnocentricity

Some Third World environment?

Some Third World environment?

Tesemble the black

op (1937). Who built the Pyreids?

A Negro. Who iovected

circulation of the blood? A

buy he impartial members of the

art British public, who discovered

There were many publications in the exhibition, however, which exhibition, however, which exhibition in the exhibition of the combined of life in various Third feddent Agostinho Neio's verse publishing), and Okot p'Bitek's Publishing), and Okot p'Bitek's Publishing), which ere both

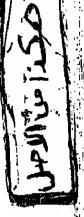
available from Third World Publications, can tell us far more occurately end interestingly about life io Angola and Uganda then any number of Hollywood raids on Entebbe.

Other important African and Carilhean works on display — for "intermediate technology" of extending the "interme

Mr Moriaou's book is a detailed survey, including many statistical tobles, of oducational policies and ochlovements and their rolationalily to politics in Tanzaolo, from the colonial era to the seventies.

The Victorian City

EDITED BY H. J. DYOS and MICHAEL WOLFF



A long way from Dr Spock

Peter Evans on Primal Therapy

pawerful feelings, sometimes bring- that can accomplate into dramatic ing him or her to the point of and devient behaviour in later life. cxtreme emotion—even screaming. There are dozens of examples ranging from repressed or distorted sexuality to some common phobias, claimed, the neurotic or even the all illustrating the genesis of such psychotic would start to feel better. behaviours in parent-child relation.

After about a year of supervised ships and all contributing to a vindication of Primal Therapy as

"primaling" u permanent cure could be expected.

Now the author has produced a book that takes the process back a stage by describing to parents and would-be parents the ways in which they can ensure that their own children avoid the sort of constional "hug!" that leads to

os "the world's largest oppressed The Feeling Child. By Arthur minority" and we are only a few pages into the introduction before Sphere Books £1.50. 349 11832 9. we read that "a child's neurosis begins in the mind of the parent".

When lanov's most important book What follows is a complete ror When Janov's most important book
The Primul Scream was launched in Britain three years ago it attracted enough publicity and solid enough copies to bring a gargle of satisfaction from his amblishers. It also introduced a new and controversial tachnique for treating the psychiatrically disturbed, called Primal Therapy, which the confident Janov claimed was achieving a staggeringly high success rate among his patients in California.

The therapy he had developed

The therapy he hall developed of a result of a chance occurrence during a group session got the patient to relive those early Infantile experiences that stirred up noweful feelings sometimes brings and the unwitting victims of hurrieil, jerky breast feeling from neorotic mothers, eaking up not the spiritual nourishment of proper emutional adjusting entropy and the unwitting victims of hurrieil, jerky breast feeling from neorotic mothers, eaching the unwitting entropy and the unwitting victims of hurrieil, jerky breast feeling from neorotic mothers, each security and the unwitting victims of hurrieil, jerky breast feeling from neorotic mothers, each security and the unwitting victims of hurrieil, jerky breast feeling from neorotic mothers, each security and the unwitting victims of hurrieil, jerky breast feeling from neorotic mothers, each feeling from neorotic mothers.

own continent avoid the sort of 19gy, there is somerating or as gained by treating the reacting of children later hencests. It is a discomforting as more than just working through sort of book right from the start.

The dedication describes children

There are subtleties in our family



interactions that descrive thought than a unick recourse to guess and God. Unfortunately, Janey goes so far in emphasising these that one suspects must parents might close the book in despair. Prospective parents, if they rend it, might for their part be tempted to posipone indefinitely the pleasures

Benign neglect

If you think your child is gifted.
By Phyliss Pickard.
Allen and Huwin f4.5d. 04 370 057
5. f2.25. 04 370 058 3.
Intellectual Talent: Research and thevelopment. By Daniel Keating.
The Johns Hopkins University Press f11.85. 8018 1743 9. f2.75 8018
1744 7.

Gifted children, as Phyliss M. Pick
Gifted children, as Phyliss M. Pick-

Gifted children, as Phyliss M. Pickof Mathematically Precious York
(SMPY). Since its Inception in 1971 of atate education. They are vicrims of a pulicy of benign neglect. Wherens funds are allocated as a matter of course in and the sub-normal (and rightly so), the super-normal arc often allowed to drift rishlerless in a sea of conventional teaching. This unhealthy situation is likely to warsen as enopychensive teaching. This influentity struction is likely in wrisen us comprehensive schools became ever more the norm.

Miss Pickard deserves credit for bringing this to our uttention in her useful book, If You Think Your Child is Gifted. As un educational complete and a formular member. child is Gifted. As an education or proposed in psychologist and a founder member of the National Association for Gifted Children, she is sensitive to the probleme faced by unusually able children in schools that are not structured to meet their needs.

The Abelian and content of the graph of the graph

able children in schools that are not structured to meet their needs. The ability to abstract and conceptualize at high levels gives the gifted child, as she puts it, "seven league bonts to minve at speeds far beyond tho speed of athers". But it also spells frustration and dissatisfaction with those many facets of education that tend to hinder creative ability.

The muther's remedies for this problem (and they are persuasively argued) are based upon equalization of apportunity. For her this means not absolute equality but a diversity of options that encourages each child, whenever possible, according to him. It means treating the gifted children are positive to him the means treating the gifted children are positive to his mental rather than chromological age, both in school and within the family. There is, as she demonstrates, rousideathly scope for specially with its impresse tradity, with its impresse tradity that the capturing and implements. strates, considerable scope for spec-ial programming, so that the prob-

(SMPY). Since its inception in 1971
SMPY has undertaken innovation and accelerated programmes for selected 12 to 14-year-olds who has themonstrated the ubility to more ahead rapidly. These pupils has been encouraged to skip folial grades, to take university charge and, whenever feasible, to energy use. There is levements — and difficulter—have been studied closely which

23 Books/Literature

From Pushkin to Pasternak

Julian Graffy

All these books are intended for the non-specialist reader. The difference in their approaches is revealingly connected with their varying ile-

volume. But what is a literary atti-tude? The book's preface auggests, somewhat vaguely, that the term is chosen to convey a concern with "a writer's attitude of mind, his vision of life". At other times the term seems to be employed in a narrower and more rewarding sense to eigenful and mora rewording senso to signify attitudes to literature and litera-

The obsessive urge of all six writers to clarify writing's role in writers to clarify writing's role in their lives emerges very atrongly in this book. Yet the different interpretations of that role, from Pushku's "The aim of poetry is poetry" to Gorky's and Solzhenitsyn's desire through their writings to bear witness to the moral and political truths of their times, are equally apparent. It is a measura of the book's success that the writers discussed seem to hove chosen them. cussed seem to hove chosen themselves, providing illuminating similarities and contrasts: Dostoevsky and Pushkin, Dustoevsky and Tolstoy, Tolstoy and Gorky, Pasternak and Pushkin, Solzhenitsyn and Tolstoy.

in their approaches is revealingly connected with their varying ilegrees of success.

Russim Literary Attitudes consists of essays on Pushkin, Dostoevsky, Tolstoy, Gorky, Pasternak and Solzheoitsyn, with an introductory essay with the same title as the volume. But what is a literary attitude? The bonk's preface auggests, somewhat vaguely, that the term is chosen to convey a concern with "a writer's ntitude of mind, his vision of life". At other times the term seems to be employed in a narrower and more rewarding eaces to seems to be employed in a narrower and more rewarding eaces to seems to be employed in a narrower man more rewarding eaces to seems to be employed in a narrower man more rewarding eaces to seems to be employed in a narrower man more rewarding eaces to seems to be employed in a narrower man more, he is supplied with an annotated biblingrophy us drily partism as information on editions of the writers discussed in English and in Russian, and on major both languages: Here Nabokov's translation of Onegin is described as "a work of scholarship" which "does not read easily". Babette Dentsch's translation, as perhaps mentioned.

mentioned.

Russia Discovered begins disarmingly with the admissions that "If you like, one 'discovery' this book is almost is my own", that the anthor does not apeak Russian and that, himself a non-specialist reader, he wishes—I quote from the book's jacket here—" to Infact the general reader" with his own enthuelaam. He continues to express the hopa that the book will seem "good enugh" for the wife to whom It is dedicated. Mr Calder's modesty is becaming, for this is a pedaatrian and unnecessary book, which does not compensate for ite lack of specialist knowledge by Insights drown from any of the other disciplines with which he is familior, and in its increasional original pussages becames embarrassing (see pinge 3h for Russian writers' ussumed atti-

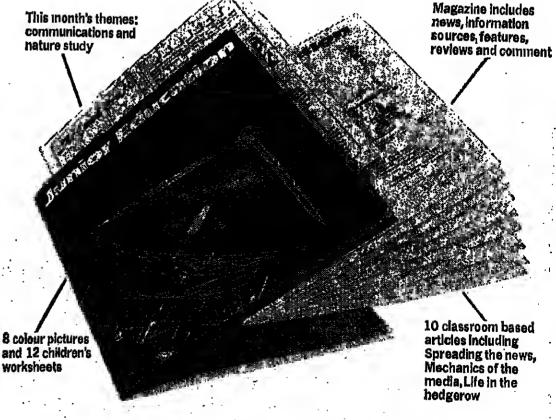
Russian Literary Attitudes from Pushkin to Solzhenitsyn, By Richard R. J. Anning.

All the essays are concise, heid and properly selective, giving full copy to the individual preferences of the authors. Thus, for example, a derisony three pages on soldle-tramp. Russian Discovered. Ninetcenti-Century Pletion from Pushkin to Chek-hov, By Angus Calder.

All the essays are concise, heid and properly selective, giving full copy to the individual preferences of the authors. Thus, for example, a derisony three pages on shelterin (two and u half of them saddle-tramp plant of the general realer personal and the part of the graph of the graph of the part of the graph of the properly selective, giving full and properly selective, giving full copy to the copy of the multivous discovered properly selective, giving full and properly selective, giving full and properly selective, giving full and the properly selective, giving full and sopport the individual preferences of the authors. Thus, for example, a derisony three pages on shelterin (two and a half of the part of the part of the properly selective, giving full and properly selective, giving full selective full and properly selective, giving full and properly Strategically Mr Calder has made two very grave errors: the first is best suited to his historico-political to regale as with endless "synopses of stories", which are not only "climsty" (his word) but stupefying (contrast Russian Literary Attitudes' assumption that its audionca "would have read the major would have read the major works"); the second is to ettempt the space that entries are line continued in stand above the Porty's heachmen, his budy erect, his head and spirit high." On Clickhov they are bizarre: "The true hegins with Chekhov and takes that entales in a breathleas 169 pages to the Diseident movement. The authors have tried to pack so much literary men." (Spinoza, Stevenson, Thoreau, Lawrence and Scott Fitzlinto so little space that entries are

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A word for all seasons

man Ziniet. Hindiic: £1.45. 340 21026 5. Reading and the Consumer. Alma Williams, Hadder £1.25. 340 21027 3.

Realling, Writing and Relevance, By Mary Unffman, Hodder £1.35, 340 21025 7.

Hodder £1.35. 34ll 21025 7.

A series of monographs, all Open University set buoks and published on behalf of the United Kingdom Reading Association, might he expected to hove a precisely defined and somewhat speciolized readereship. In practice, these three racently published titles have a wide and voried appeal; they totally bella the notion ther "residing" is the concern only of Infont, remedial ond other specialist teachers. Every teacher, must be concerned with the development of practical and critical reading skilla both within his aubject and also across the curriculum; and, on its present showing, this sotles is becoming one that few teachers will be able to ignore.

Each monograph deals with especific problem area, and (according to the series' editor, Professor J. E. Merritt) "has been devised both to collate new ideas and to save teachers of reading from having to apend so much of their valuable time aearching out relevant texts and materiala". That the series is generally successful in adhieving its sim does not mean, however, that it is invariably suc-

can bake the same kind of cake another time" are much more relevant reasons for learning to real than the more usual land, to an lafant, mysterious! "Recause tenter will be cross with ron when you get other if you can't read".

The same kind of cake duction to the teaching of consume affairs, and also a chastening too the teaching of consume for those of us who have affairs field.

Formulally the most important the same characteristics and the same characteristics and the same characteristics.

you get other if you can't read ".

The examples of classiman practice reported include tfrom rafans' schools) projects involving the making of notes about the care of

texts and materials. That the sories is generally successful in achieving its sim does not mean, however, that it is invariably successful.

Reading, Writing and Relevance by Mary Hoffman is perhapa the most practical and most readable of the present trio. The author is a children's writer and a journalist. Her book is attractively written in a fluent, concise atyle—though some of, its colloquialisms do contrast rather oddly with the Bullock-style—though some of, its colloquialisms do contrast resher oddly with the Bullock-style—the most projects gathered from practicaling projects gathered from practicaling projects gathered from practicaling teachers throughout the for the teaching of reading and writing projects gathered from practicaling teachers throughout the for the teaching of reading and writing projects gathered from practicaling teachers throughout the for the teaching of reading and writing projects gathered from practical information with the subscinction of estual for the teaching of reading and writing projects gathered from practical information into that which is thought to the vast of the consumers of the Cons

Potentially the most important of these three banks but, in fact, in most disappointing is Print and Prejudice. Though somewhat is deemed by a cohetent last chapte (by Mary Ifofeman) in which the main burden of the book (which allowable last evelutively contents). milierwise Is exclusively concerned with the American situation) is related to Belish practice and problams, Print and Pejudice is not relawritten. It suffers from the use of the worst sort of educational jarged (penple "function et minimal levels", we are asked to emidde "historical nyerviews" and children are said to bave to develop "postive self-iotages".

The main thome of the book is

The main theme of the book is The main theme of the book is

the interaction hetweanthe reader

not the printed message. (Whit
notion thoos the reader here on the
printed word?) Dismissing the hallowed precept that what we read
changes what we believe, the subset
that we believe; and then proceed
what we believe; and then proceed
what we believe; and then proceed
to denounce readers, textbooks and
children's literature, that reinfort
rucist, sexist and other political prejudices and preconceptions.

This lotter argument is important

This lotter argument to the

David Self

Critic rampant Edward Neill

In his opening chapter Mr Eagloton disavowe and attampts in aome dogree to discredit some of our very awn intallectuel-radicalisms. Scruiny, Raymond Williams (and by Implication cognata writare like Hoggart and Orwell) who hove made auch an impact on ways of looking at our society thet they have come to form part of the athos of that society. Williams in particular is accussed of nudging a complicity with the "liberal" reader whenever tha theorotical lassues that ideologues must confront arise. Esgleioo is very ocute on the limitations of Williams's "hourgeois phenomenology", though grossly madequale on the Leavisea in whom he seems hardly even interested. Health, is off to the new-rick Continong (Auden'a word). Much of Francophile. Ita atrategy is to appear cool, sequestered and Intalfels.

spear cool, sequestered and Intallectually fastidious, an attampt, one feels, to undercut the kind of antimulated by Michael Polanyi—alegad actentific easartions, which cannot be accepted as such hecause they item passions further, and thus he scientific easartions, which cannot be awerc. Statisfy moral passions, will excited by Best in the passions further, and thus he scientific affirmations in questions—and so on, indefinitely.

At any rala, if Eagleton is going he has no more in common with has with I. A. Richerds), no one anything is Marxism if you say it is. Organic in metaphor for the mode art, which postulates "bourgeois" insteed, Merxists dutipully postulate fissurings, inconsis-

Critician and Ideology. A Study in Marxist Literory Theory. By Terry Eagleton.

New Left Books £4.95, 902308 92 0.

Mew Left Books £4.95, 902308 92 0.

Iterries, which depend from the contradictions in the ideological modulity of which the given literary text is a production. In his second chapter, "Categories for a materialist criticism", ha points out that:

From the lufant achool to tha University Faculty, Iltarature is a vital instrument for the insertion of Individuals into the parceptual and symbolic forms of the dominant ideological formation, abla to accomplish this function with a "naturalusss", epontanaity and experimental imagadacy poecible to no other ideological practice.

Consequently, as he says in the next chapter, heving climbed into the pillion behind Plerra Machetey, the current literary theoriet he holds in

The task of criticism . . . is not to situate itself within tha sama apeco as the text, allowing it to speak or completing what it nacesarily leaves unsaid. On the contrary, its function is to install itself in the very incompleteness of the work in order to theorise it—to explain the ideological necessity of those "not-saids" which constitute the very prin-ciple of its identity. Its object ls the unconsciousness of the work—that of which it is not, end

'Elected Silance, sing to me"? It looks lika a blank cheque for the rampant Critic to dapress ert. What Eagleton himself procaeda to say about Arnold, George Ellot, Dickens, Conrad, James, T. S. Ellot, Yeats, Joyce, end Lewrence, intermittently brillion though it is, does not quite fulfil the prodigious theoratical follow-through of the earlier chapters (which will deter all but the ters (which will deter all out the most doggedly latellectually entropreneurial). "Mandarin", one finds oneself murmuriag. I'm not sure whether, as e description of the charecteristic manaer of our eblest Maraist theoreticleo, that's 8 colour pictures and 12 children's worksheets

Re-formation

Renaissance und Reformations

1648 ky G. R. Flion (Mar. L.1.80. 02 332840 1) ls 1 and revised edition of a se-

discinment collection. A uselus

tion of extracts cover the folk.

topics: the Church in the h Middle Ages; The Hundred &

War und Chivalry; Renaissand

Hinaudism; The Secular Sing; Reformation; Lingland and I Church of England; The fee Reformation and the Was of glon; The Expansion of Englan; The Expansion of England; The Profile of Modern Science.

The editor was well than the impossibility of doing here a 350 year porriod in Europeal tory in such a sbort space the theless the book provides at the duction to the problems and facility and the state of the problems of the state of the

invalved in a study of the make same of the make same of the make the control of the make the control of the co

teaching purposes then this kil

The Iron Century, Social Change Encourse 1550-1660, by Henry Krs (Carylinal 11.95, 351 17055 3).

is pleasant to see this large to published in paperback at a test able price. Air Kaoreo's book's synthesis of modern scholashiga computing European commits

lating one. Unfortunately, the

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Geoffrey Summerfield

The Writer's Approach Series. The Novel. Edited by Edward The TV/Film Script. By Rodney Bennett. 95p. The Ballod. By Jenics Reeves. 90p. Newspaper Writing. By Lloael The Short Story. By Christopher Leach. 80p. The Play. By Tony Howarth, 95p. All published by Harrap.

desire to know whot soog the sirens sang, occasionally feel the itch to hear some news from the horse's mouth. At its best, in, say, Devid Blockney's recent book, what is said throws glowing light on the evolution of the profile's parties's throws glowing light on the evolu-tion of the artist's work, on the sbifts of emphasis, the technical problems, the accepted chellenges, the irresistiblaness of a cortoin way of making: in Hockney's case wo have a abosterplece to add to his drawings, etchings and pointings. At a more modest lavel, Harrep's Writer's Approach Series (for which tha general editor was Edward Blishen) offers some savoury crumbs from various makero' tubles. But the series as a whola seems to have set out to do at least two things—to offer insights, from various writers, on how they write, but wiso to give such writers the opportunity to write, fairly informally, about their elegent payers are regular.

their chosen genre as readers. There is a general absence of obscurity or obfuscation in these volumes, o relevate absence of critics using others' art as an occasion for displaying their own critical eleverness. When the writers are forced to use technical terms, they take care to let the reader in through the side-down of incon-

But the series, ss e whole, raises some fairly problematicel Issues: the most crucial being the question of genre-theory, or the study of o particular form, es such. At its worst (as in some American coses), the study of literary forms left the netual works of ort, the novels crelied in our bands way helical and held in our hands, way hebian, and took off late sume stretesphere of took off into sume strotosphere of rarefled neo-Pistonic mete-criticism. Tha obstloato English tradition says do not weste time on such derecinoted cheff; look at this novel, this chapter, that episode; there really is nothing as good as the particular case; leave theorizing to the Germans or the French. Germans or tha French.

trave look and argue that any sub-ferre can be taught at any most with intellectual integrity?

Included, writing on the Typena, procession—gones Council, Script, covers ton much ground for my taste. It was a mistake fit try intellectual integrity?

Tweedie, Keith Waterhouse mention the lamented

the best, to those bleuk questions is that one of the good things in life is the disinterested sharing of

enthusisems, even of a delight in what's difficult; one thinks of the vicar's telescope in Raymond Williams's Border Country, And such is the tope of the best of the books in this series: the writer is possessed by the l'ascinations, the varieties, the pressurence of his

by the l'aschiations, the varieties, tho possibilities, the resources of his chosen medium, and it is as if he had been chosen by it.

Running through Edward Bishen's book on the novel is the pressure of an inexhaustible delight in story-telling and in story-listening; in this, he resembles Isaac Bashevis Singer: averyona in the world hos a story to tell which no one else can tell.

My only wish is that he had gone

icular case; leave theorizing to the Germans or tha French.

So, what of The Novel, as opposed to this or their novel? Especially when the question concerns, and must take account of aot-porticularly-litecory 15-year-olds? One auswer is to recognize the facts of ovolution, and to offer a fynamic, ovolution, and to offer a fynamic, of the novel—of the way in which the foron has been seized by porticular needs to after new and necessary years, and turned to meet particular needs to after new and necessary years, and turned to meet particular needs to after new and necessary possibilities.

Well, we may be tempted to reply, that is all very well for honours students of the universities, but if such county for the universities, to it have to be? Is it and possible to take a leaf out of Jerome Bruncer's the needs to and argue that any subtant the tory can be tanglin at any mee, with in the world hos a story to tell which no one cless as tell.

So, what of The Novel, as opposed to the world of the load for the the question concerns, and must take a leaf out of flee years and the world hos a story to tell which no one cless as tell.

So, what of The Novel, as opposed to the load allowed hinself to include the points of the blowed hinself to incover in the primal which is the particular take a leaf out of the growth of the novel—of the way in which the foron has been seized by porticular needs to affer new and necessary telling, since he must, an any caint, the universities, but if we novel—of the world to intently, learned, in the university telling, since he must, an any caint, the university telling, since he must, an any caint, the novel of the movel of the university telling, since he must, an any caint, the novel of the movel of the star novel properly epidents of the surgal of the holds and nor novel—of the world of the sta

spicinnus explanation: and the level of difficulty—or rather, the level of avoilability and comprehensibility—seems to be appropriate to a good CSE class.

But the question that lies behind in the same book: he is instructionally reductive ally biased and his book exemplifies the inherent and intractable problems that no static book about the best, to those block questions the book yet solved.

Christupher Leach on The Shin Story is short and quotes quite a fow stories, but leaves me with the impression that he did not really hove a subject to start with, and relationship between unr enjoyment of fiction, on the one hand, and of

of fiction, on the one hand, and of chur, anecdate, gossin, of fictionsia-life, on the other.

James Reeves, like Leach, is rother liferary in his uppreach; he offers some interesting notes an his own way of making hallads, but presents a ballad-world in which Joan Bucz, Bob Dylan, The Grateful Dead and many other balladeers have never been heard of Such and Dead and many other balladeers have never been heard of. Such an anission strikes me as peculiarly domaging, given the fact that must of the book's routers will listen to ballads much more often than they will read them: and most of the ballads they hear will be newly minted, listened to intently, learned, used, then discarded and largely forgotten. Many such good things

Tweedley Keith Waterhouse, not to

Divine poet

Peter Gregory-Jones

Wille Box TES 2613, The Tinges WC1X BEZ.

25 Books/Education/Third World Child as father of the man

Sinclair Goodlad on Cascade teaching

they to holp tha tutor to master both subject-aionter and social skills. The care of Children as Teochers is a series of chapters which bring together usefully many of the major research findings about Cascada Teaching. For example, studies ore cited which showed that low achievers in reoding mulo significant goins in reoding ubility by intoring younger children; that tutors aleveloped more positive attitudes to school and self thou non-tutors; that yunnger children benefited even when tutored by underochievers; that children were superlur to odults in decoding the nun-verbal cases of younger children concerning understoading of teaching; and thot, although progrommo directors tended to select at tutors pupilo with the highest acodemic ability, there was virtually no correlation between tutors' intallectued credenting ond thoir effectiveness in tutoring.

Children in Teachers will arneed

directions, schemes havo used college students, nau-professional dults (including retirred peaple) and oldor children to help with the education of younger children. Where there is a shoringe of trained teachers (as in some developing countries) or where aconomic conditions preclude any morked impravement in teacher-pupil rotios (as in the United Kingdom at present) Cascada Tenching has economic of its main claims to otten do lies in its capocity to enrich the boarding of the non-professionals who, under the supervision of trained teachers, act ac tutors. They have been shown to improve their own cognitive skills, es well as those of whom they help to taach. The recent appearance of two new books on Cascade Teaching, Children as Teachers and Tutoring with Straksts, points to a need for a reexamination of the toochings. Children as Teachers is e collection of essays by distinguished social schemas who have a invastigation of the consequence of the co

accompanied by lugubrious muste.

Cascade Teaching has been used, it is estimated, in some 10,000 schools in the United States; it has, however, been relotively unexplored in the United Kingdom. Novertheless, some experiments have been carried out—and probably every teacher in the country lass, ot some those or enother (and completely informally) had one pupil help another. Tutoring Kit, a pampilet by Community Service Volunteers describes same corly experiments and The Pinulice Counection raports on an attempt to link tutoring with the curriculum of science and engineering students in London University.

In the United States where are

University.

In the United States, where academic credits are awarded like trading stomps, it is relatively easy to moke Cascada Teaching part of a achool's ectivity oan to raward tuters appropriately. If the full potential of Cascade Teaching is to be a reelized in the United Kiugdom, it will probably be necessary to build the tutering into the curriculum of the tuters within the context of existing subjects. The ectivity itself is intrinsically rewardlog and of proven banefit in reinforcing and davelaping linguistic and numerical akills.

Sinclair Goodlad on Cascade teaching

Cross-Age Tutaring, Youth Tutoring
Yauth, and Each One—
all of these ore different names for
Cascade Teaching, a system which
multiplies the effect of a professionals and which has been
the cross-age group
into second teacher of the constitute in the poor group
which is maximally obtained and revived in the past 15 years to meet
the socially influence of the constitute in the Students is comparable in the Cross-Age Helping
stone of the Cross-Age Helping
for the work in Cascade
Teaching, a system which
in the work in Cascade
Teaching of the Cross-Age Helping
Teaching of the Cross-A Although somewhat expensive the packago includes o useful flim-strip and commentary (and long-playing records) for training teachers and tutions.

A further descendant is A Crossian Committee the committee of t

Melarogao.

Educational Technology Publications (Englewood Cliffs, New Jersey).

\$9.95. 87778 090 0.

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Andra Doutsch (2.95, 233 96785 0.

Historical novels have changed very littla since Rabert Louis Stevenson led Devey Bolfour across the glens and the purple heather. But nowedays eccurecy vies with romanca and Mollic Hunter's Ghosts of Glencoe is an historiea's novel.

with the heat of the moment.

Robert Stewart, ensign in the Campbell brigade encamped at Glencoe, is the storyteller. According to legend, it was he who werned the Macdonalds of the outrage that was going to occur. Tension monate, starting with the fatal wintar's night when Macfalu, Chief of Clan Donald etrode in a blizzard of Clan Donald etrode in a b

af lesser movals taking up the cry, localized spiritualism is all thu ruge. So when a lonely child moves from Yorkshire to Lambon (Kinhly Lit Stock Plot One) and finds an old truck full of Victorian letters (Stock Plot Two) and identifies horted in the letters describe that the letters describe that the letters describe that the letters describe that the first children's story to be stilling a yewn oad holling this os the first children's story to be actually written by computor.

A pity, because Waiting for the Jubilae is reelly quite clevorly told. Post and presant parellels are cunningly contrived and after a long the emotion of temperature the easter to sear away from zero. But the easter of flaw in this treosure, but is that while the heroine is that the that while the heroine is the least while the heroine is the least while the heroine is their that the heroine is the least while the heroine is their that while the heroine is the cantral flaw in this treosure.

Puet Ity Rriam W. Martin.

Cromm Helm 16,511 085661 381 5

This hook along to provide an introductory surrey to Keble the divine and pact, as well as a supplement for the cagnuscentl. It is based largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local largely upon unpublished correspondence and its schokarship is in a local

and the purple heather. But nowedays accuracy vies with romanca and Mollic Hunter's Ghosts of Glencoe Is an historieu's novel.

The appalling tole of the Glencoe Messacre lo so freught with dremo, deceit end dauble-deallag that there's very little need to inject romantic colour like a blond transfulan for pallid shades. Instaad, the diction is precise, almost desched and not always in keeping with the heat of the moment.

Robert Stewart, ensign in the

of Clan Donisid strode in a blazard through the gates of Fort William to the output the parts of Fort William to swear the Oeth of Alteglance. Chee to the treathery compared to the manufacture of the treathery in the manufacture of the treathery of the meaningful look or a chance conversation. This is an unicompromising yeard, compelling and thrilling to read.

Two Victoristae tales adopt different factions are manufactured to the meaningful look or a chance conversation. This is an unicompromising yeard, compelling and thrilling to read.

Two Victoristae tales adopt different factions are manufactured to the post of impact to the part of thing.

If there is still e merket for doll's teaperties out juvenile croquet on the lawn, coupled with rofreshingly stroightforward views on death, then hore, included, is the product—a hadde class onswer to The Bonnile into fite past in children's literature of the country old into five past in children's literature is the sweet case with the processed in the passociations which pinces attll have. Tho ghosts roturn and you, whirt, back with them, are repeat their escloins as a present liay setting. While sweet each of the processes and a lost of the percent of the past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature is the country old into five past in children's literature.

The product—a country is the country old into five past in children's literature is th

Peter Fanning

has not been brought up to fit since its first edition in 1971 er much has happened in this field a research in the interesting fit vears. There is little a nothing for the treatment of literary and its canion in general is rather Erg, and the subjects of bureautropic and the estimation find no mental arranges and the subjects of bureautropic professionalism find no mental. professionalism find to menta

But the book is a comprehen survey of the gerial and desty valuable job of bringing 1080; the findings of knowled research Jahn Kelile : Priest, Professor am Puet, By Brian W. Martin, Craum Helm 16,5H 085661 381 5 and forming them into o cohe account of socio-recommic trees

Distillation

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Hampshire.

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Phillips' Letters to Young Church
and from The Jerusalem Bible appear of
the left hand pages, while the
opposite from 70 sources; while the
Biblical sources are schooledged
the notes (which lange from the
the notes (which lange from the
fortunately are 100.

Illuminating to the beautifortunately are not.

Any person or body the maker such on arbitrary selection insultable to the maker such on arbitrary selection insultable to the selection insultable to the selection in the selection in the selection is temporary itself by decisring its temporary pature, as ou introduction to managed the selection on the selection in the selection

Prancis Bacou once remarked that distilled books are like of the short that the short the short

Developments | Plans or predictions?

Changing Jonuolca, By Adam Kuper.
Routledge and Kogan Paul £4.95.
7100 8241 X.
Colonial Urbon Development: Culture, Social Power and Kavironment.
By Anthony D, King.
Routledge and Kogan Paul £7.50,
7100 8404 8,
Duckworth £8.95.

Adam Kuper was asked by the government of Janualen to write a report on tha toudencles of social change, and after 13 months submitted bis report in Moreli, 1974. This book is on adaptation of that despite rockel tensions, high menual pleyment and morked differences between the rich and the poor, the island, since independence, hos reliated remarkably stable. Jonnaica is sos of the few ex-colonies in the limit world which has managed to liouver, his belief that this bedialenged by events such as the line of the social engel of the social engel of the few ex-colonies in the limit world which has managed to liouver, his belief that this bedialenged by events such as the be challenged by events such as the last election campaign when the apparent polarization of the two political parties led to a declination of the opposition in parliament.

Anthony King's book looks at the legacy of the West not in torns of politics, as in Kuper's book, but a lemant of politics, as in Kuper's book, but how the development of citles by teal terms their artifules to the

tel terms their attitudes to the tell terms their attitudes to the tell communities and their role to the tell communities and their role to fold is a novel and intoresting their impreach to the problem which deserves to be widely read.

Kenoeth Cripwell

BEGINNING READERS A Night Out No 4 The Weekend No 5

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tion es patton.

Education without Frontiers. By Gabriel Frogalère, with a foreword rother thou operational designs.
Since the premise of the work le that the future is mikaewably uncertsin, by John Vslzey, Duckworth f8.95. 7156 0988 2. that may be inescapoble. But there is an odil Insistence that some things must happen. Equelity of opportualty is given rather confused trontment and lurchos into equality of consequences" as e categorical imperetive. Education is to be "Imposed" for life. Trends arising from the principle of equal opportuolty "presuma in coming generations the birth and growth of e new wisdom which will recoaclie the utilitorion and the disinter

ested". Would that it were so-

but where is the evidence?

It is not salf-ovldant (sles) that the people of Greot Britain, let alons of Europe, oll went to become increesingly democretic and occept more responsibility generally and total responsibility for their own autonomous education as a means. suppose all books ebout the uncertain future ero bound to be unsatis-This book was loss satisfactory than I had expected. It is the eutonomous education es a means of enlerging themselvas. Anyone who has ever tried to help learners become outonomous knows that this is about the lest thing that the calucation section of a seven-year project called Plan Europe 2000 with the European Cultural Foundsmajority of any learners ever seem to want. Confronted with the con-It rehearses the fomillar shortmities of the present reecbiog into comings of the present education the future, clucation is to be estab-lished as en outonomous service, elmost en additionel astato of the realm because it is espablo of moulding the future. Education system; out of touch, out of place, inflexible, in donger of being irrelevant; it offers principles es e basis for action; equality of opportunity, for action; equality of opportunity, if the future. Education would be another religiou; but as counselling; and it euggests policy with religions, whatever the focto, for accommodating the future confor accommedating the future con-

for accommodating the future concerning the snuctures of the taeching system, the diversification and mobilization of resources, the regionalization of educational systems, the official and social status of teachers, the reletionship between education and amployment, and the institutionelization of the innovation process.

There is a ist of good sense in it and some centre criticism of the present, but it does not convince. This is primarily because its plans seem exhagisations to realize hopes.

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THE MARS ABOVE.

by Alison Towndrow

A History of Tapestry, By Barbara Bertram

Visual Publications, 197 Kensington High Street, London W8.

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Does the word "tapestry" conjure

poes the word "lapestry" conjure up romantic visions of a stately home, its walls lined with faded or threadbare langings of curious scenes that have lost their signifi-

If so the four filmstrips in this set should change this view. All the illustrations are rich in colour—sometimes a little too rich perhaps—and the scenes are carefully exploined. The tapestry comes to life.

Uphill battles with word blindness

BETKA ZAMOYSKA reports on work and materials at the Helen Arkell Dyslexia Centre

Dyslexia, or word-blinduess, is grad-thing to spark him off." although many still prefer to describe it as "reading difficulties".

The fight for recognition by bodies such as the Helen Arkell Dyssome excellent moterials are may heing praduced for dyslexics that could also be helpful to slow read-

Dyslexics are usually of average intelligence—some have very high IQs—bit dicy have paor visual and auditory perception. They often find it difficult to recognise a word

They also have trumble with seqneucing, spatial relationships, orientation and distinguishing left from right. A sense of inferiority can cause serious emotional problems when dyslexies realise that they cannot learn to read sod write in the same way so other children.

that each new learner finds same- or, er, ir and ur.

Among the numeriuls recommended by the centre are the Edith
Norrie letter-case, the Pictogram
Hoxes—three baxes labelled by dig

the same way so ther children.

The teaching aids used at the lifeten Arkell Centre are not all specifically for dyslexics but, as Miss Arkell says, their materials have heen tested. "We teach children io small graups or individually, depending on their needs. Most of our pulls ga to ordinary schanls because the letter. Ticking Ton stands like a telegraph pule, tirks and says, ments achieve the firm and the Hairy Hat-Man, is well as Robber Red and his band. These robbers capture vowels, either hamen or changing their schools are in successful that an emphasize the shape of the letter. Ticking Ton stands like a telegraph pule, tirks and says, "1-1-1". Then there are the Kickino King and the Hairy Hat-Man, is well as Robber Red and his band. These robbers capture vowels, either also able to recumber of the hair pulls in the band's power to produce the marmaring vowels: ar, that each may say the teaching methods and nuntrials used at the centre. Their courses slso pravide guidelines for recagnizing dyslexic symptums.

Any teacher who suspects that a child might be dyslexic can use sleep for a telegraph pule, tirks and says, "1-1-1". Then there are the Kickino King and the Hairy Hat-Man, is well used to the parents that he goes for an elegraph pule, tirks and says, "1-1-1". Then there are the Kickino King and the Hairy Hat-Man, is well used to the parents that he goes for an elegraph pule, tirks and says, "1-1-1". Then there are the Kickino King and the Hairy Hat-Man, is well used to the parents that he goes for an elegraph pule, tirks and says, ments here but must schools are in child might be dyslexic can an elegraph pule, tirks and says, ments here but must schools are in child might be dyslexic symptoms.

Although the fourth that their manurals used in the centre. Their courses slso pravide guidelines far can be child in the teaching mitterials used at the centre. Their course, which is drawn to child might be dyslexic symptoms.

Any teacher who suspects that no child might be displayed to present that their is

The Statt programmed rending kir comprises 29 items of equipment

write. She divided the letters his the alphabet into three extegories of sounds: thuse made with the lips, the rip of the tongue and the buck of the tongue. The case is split into three sections to represent these in case excitions to represent these in endergies and the letters are ludged in individual pockets so that they are to be taken out to build words.

The student looks in a mirrar to see what type of saturd he is making and then finds his letter in the appropriate section of the case. The appropriate section of the case. Vowel saunds can essily he distinguished because they are red and placed to the front of the case. The student leorns that there must be seed to the front of the case. The placed to the front of the case. The student leorns that there must be student leorns that there must be appropriate section of the case. The placed to the first two letter-sounds of wurds.

There are also the two Brick Walls—the red one gives practice in wellaw one in blending these-letter conds and the beginning of dictionary work. Lang-Word Jigsows give a dyslexic much-needed help in the process of syllabification, so there is a great tendency far them to foresharten words.

The Helen Arkell Centre runs causes to help teachers to understand the learning difficulties af dyslexics and to become familiar with the teaching methods and uniterials used at the centre. Their courses slso pravide guidelines far

lend o perfectly normal life ", says Helen Arkell, who is dyslexic and

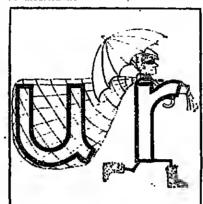
has a dyslexic child.
"It is an ophill hande for anyalthough many still prefer to describe it as "reading difficulties".

The fight for recognition by bodies such as the Helen Arkell Dyslexia Centre in Fulhsm, London, has resulted in a multi-sensory approach to reading disabilities, and some excellent moterials are now the alphanet into three estegories.

Notrie letter-case, the Pictogram and the Stont programmed in Stont programmed in Stont programmed in a programmed in a multi-sensory approach to reading disabilities, and some excellent moterials are now the alphanet into three estegories.

Notrie letter-case, the Pictogram and the Stont programmed in Case—three hoxes labelled is, during the disability of the child is given a card with a picture on it which begins with an of these letters. He has to past it in the correct bux. Portugate in the bis shoclaces, not know where to draw a margin on a page and even have difficulty in the alphanet into three estegories.

The child is given a card with a picture on it which begins with an of these letters. He has to past it in the correct bux. Portugate in the bis shoclaces, not control of control of the control of control of the contro



Rubber Red, the vamel thirt.

sn assessment. We don't do assessments here but most schools are in compete with an educational psychologist and we are also able to recummend one. It is amazing what a relief it can be to a child just to know what is wrung. Although there is no cure, must dyslexics can overcome their problems enough to

rover the weaknesses of each and he work on these step by familiarizing them with the left in the Edith Norrie lener cagathen, by involving all the sense reinforce the memory of each three of the points that ban the heen decided is the appropriate dyslexit should ussessed. Some people belient children should be examined early us three or four, other dyslexin cannot really be described in the age of six or seven it centre favours curry assessment saggests that parents who are, suggests that parent who are ried about their children take them for an early den which can be fallowed by 14 examination a few years high the educational psychologister; mends it.

A short introduction is followed by a description of the technique and tools, a progressive history in Some l.e.a.s give grants for a chers to attend the threeles, for the centre during term the threath his centre during term the life film. Dislexia—whose rape bility? provides a brising on the subject for tenchers, and the pupils being taught at the confit can be hired for £10 decisions. Stewort Filos Distributors is 107-115 Lung Acre, London Wilder Confit Lung Acres I During Confit Lung Co The Helen Arkell Dyslexia Ct. is at 14 Crondace Road, Lond. SWG 4113. There is another back

at Frensham, Farnham, Sur-which helps children but does r-train trachers. All inquiries b muterials, courses and informate should be addressed to the Lond explanation of how a tapestry is made and what tools are needed. Various types of loom are illustrated, including William Morris's. The film ends with a group of early tapestries, each described in its historical context with some technical torical context with some technical

by Keith Stapylton

Biblical comprehension

and tools, a progressive history to the nineteenth century, ending with an emphasis on twentieth-century to the introduction points out the tremendons stope to such a history, as the earliest knawn tapostry can be dated to 1500 ec, and is now in the Cniro Museum. The tapestries method for the tapestries method for the control of the c

uesign changed. The third film ends with a discussion of the major influences on contemporary tapestry design. Lurcat and Gromaire feature prominently snd their work is described with great feeling. Hera is new symbolism which begs for interpretation.

details,

The next two films take the hislory from the early medieval period ing. They contoin plenty of sym-

Wisdom on wheels

Safety training Bad weather conditions and careless motorists can make life dongerous for any cyclist. Yaung riders could get help fram Cycling, an Illustrated brachure which gives about correct lobertons in Safety is the subject of two new satery is the subject of two new tape/slide packages from Pavie praductions, part of Sheffield Paly-technic's department of education services.

Induction and Sofety Training alms to convince industrial trainers af the importance of induction training, while Pratection of Eyes deals with regulstians, pratective devices and safety. The packages are intended for safety and training officers in industry, but could be assed more widely.

Induction ond Sofety Training costs £45 or £5 for seven days inspection. Protection of Eyes costs £35 or £5 for inspectian. Its accompanying manual costs £4.95 and can be inspected free.

Write to Power Production 7. services.

an Musrated brachure which gives advice about correct behaviour in traffic and informatian on road algus, bicycle thaintenance and how to find out whether a bike is the right size for its rider. Cycling is published by Lincolnshire County Council's road sofery unit.

A five copy can be ordered from Richard Collingridge, Road Safety Officer for Lincoln, City Engineer's Department, City Hall, Beaumout Fea, Lincoln, LN1 1DH.

Design for playing

More than 50 manufocturers of toys and pluy equipment are included in the first Toy Buyers' Guide published by the Design Council.

At least one item fram each is featured, with notes and colour photographs. They cover everything from games end puzzles, soft ond plastic toys, to larger items such as wooden marsery aids and dolls push chairs.

2 Resources

Black on the map

bolism, but they seem contrived snd lack the rich spontanelty of the earlier twenticth-century tapestries out some of the early nedieval vortes.

This publication is best suited for sixth form art appreciation classes, technical and art callege students, and general adult clucation. Yaunger students would enjay the pictures but perhaps miss their significance.

The choice of illustration is generally delightful except for some of the twentieth-century examples which ora provocative and should provide scope for comparison and discussion. The descriptions are interesting and licid. Together the scommentary and film sequence form on excellent introduction to the study of the craft of tapestry.

In the study of the craft of tapestry.

The committee also expects the twentieth-century examples and discussion. The descriptions are interesting and licid. Together the scommentary and film sequence form on excellent introduction to the study of the craft of tapestry.

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The study of the craft of tapestry.

The committee also expects the wildiffe. All the maps are information. A hang map (like a poater) costs £1.50 and a folded one commentary and film sequence form on excellent introduction to the study of the craft of tapestry.

Write to Povic Productions, Indus-triol Training Unit, Department of Education Services, Sheffield Poly-teclinic, Pand Street, Sheffield 1.

Flexibility in force

Work, Energy and Power Physics Teaching Slides series The Ricklit Encyclopedia of Slides, Slide Centre, 14.1 Chatham Rand, London SW11, 12.60 Elevir

wo features of this excellent series of slides make them a particularly attractive addition to the range of visual aids for classroom use.

visual aids for classroom use.

Most important is the fact that thuy can be projected in tweither white, green or black boards and viewed with equal effectiveness in a room with adequate lighting for students who are writing. A second useful feoture is that the words projected onto the huard can be overwritten with white or yellow chalk. These feotures not only add to the

Perfect curves

Land drainage

the equality of energy pained if different paths are taken when lifting loads from one level to

sidered, and the conveyor of power as the rate of ronverting energy from ane form to another is deall with in a variety of quantitutive situations. With the rearber able to enter his uwn data anto the diagrams on the blackboard the series allows a very thorough revision of this part of an theyel vision of this part of an t) level

Ideally it should be possible to pass slides to individual pupils or small groups. Hofore this can be done, however, the accompanying notes will have to be currected.

These feotures not only add to the flexibility of the cullection but also help with classroom discipline. Equally important is the particularly apt motching of the material coverad by this set with that in a physics course at about 0 level standord in work, energy and power. Topics include conversions of mechanical and thermal energy, the notion of mechanical eoergy as the product of e force and distance, and

Frozen to death

"Winter is icommen in, Lhude sing Goddam", said Ezro Pound, who is quoted at the beginning of a new topic book on hypothermia.

Community Service Volunteers and deals with topics such as heating costs, safety, food and cluthing. It accompanies the Home Insulotion Pack produced by Friends of the Earth with CSV, although the publications can be used independently.

Too Cold to Core contains infor-

Too Cold to Core is publish



"Mudame Mollessier sealed" is the subject of the "Palating a thore so yet illustration of the Nation (Guillery until March 20. The cloborule portrait, pajoted is pieto. Not only the silver's loss portrait was the height of fashlor in the mid-1850s. Risboards in the other side, with the exception of the other side, which is trace or draw the picture. There are also instructed day seven comprehension questions or three other things to do race who picture other things to do race with protection to the Bible by the comprehension and seven comprehension questions which is race or draw the picture. There are also instructed are also instr

ductory talk to sensor. The good and the Tower of Bobel. The visit the exhibition. The good and the Tower of Bobel. The rivisit the exhibition of filter can organize at the tion officer can organize at the tion of the tion

A new blnder for books or ments has been introduced. Gesterner. The model 100 combined and binding and can with thickossees of up to one and paper sizes of up to 13 is the and paper sizes of up to wide, any longth. The ficosts about £550.

packing Possage for book and pack

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From "Beginnings and Servents

Religious studies in the seventies make heavy demonds on teachera, and it seams unlikely that children's interest in the Old Teste-ment, let along wider interest in gromme is a comprehensive kit for uso in Roman Catholic primary schnols. At present only material for seven-year-olds are available though other age groups will be covered in 1977 and 1978. The teocher's material consists of flan-

For children there are minia



neigrapha manual, wellchorts and tape, covering words, music and

the New English Bible extracts are reading ago of 14 to 15, much of mota able children, it is mitted from the facts. The publishers also auggest that are to should colour the pictures and the facts. The publishers also auggest that are to add linerest, or make use speech bubbles. Unfortunately, see not amount to a stimulating the programme.

For children there are miniatives out the theme belog studied, booklets with pictures and parents notes. All the mstarials have been attractively produced, using colour intelligently, and the teacher's monual covers the thomes from the aductional, acriptual, doctrinal and liturgical angle.

Topics include home and school experiences of life (six to eight-year-olds), Roman Catholic schools might find the materiel very useful.

Possibilities unfold with ECONOSCREEN

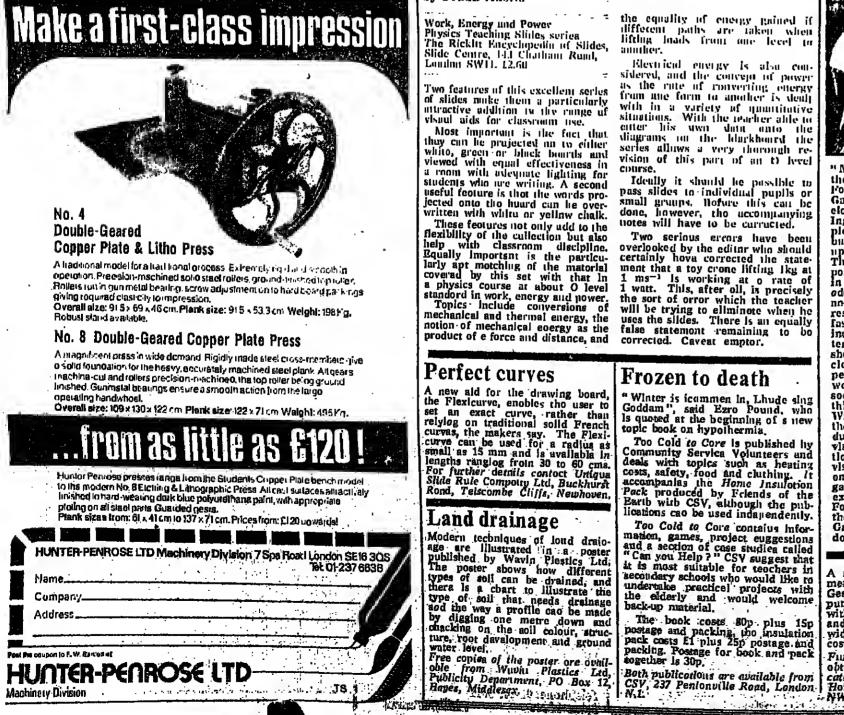
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Serving

school and

community

scilve swimmers are under 12, so that if onything, swimming is probably likely to increase in populations.

robably reflect itsaif in mony pool
deagns in the future.

ladoor swimming pools, with their ladoor swimming pools, with their ladoor swimming pools, with their lado swimming pools, with their lado tamps at the lado at mosphere have one of the harshest indoor anylron-lado of all buildings: probably therefore the specification of lado lado and of the ebattor. Interfals and oquipment must be packed in the lado of the said also to avoid some of the colleges which have been experienced, pool balls themselves but also the of which gain and ancillary areas, all for pools used by the public there

Primary maths

Fred Sedgwick

In soma schools, tha changeo that lave taken plece have coursed exciting things to happen. Children of five, six and seven are exprassing their hopes and fears in ways that would have bean beyond those of us who wers at school twenty years ago. Writing, taking and painting ere all more fluently fearnt, and, quite simply, they are more interesting (both in the child and to the sensitive adult) than they ever were.

sensitive adult) than they ever were. But the revolutions have hed some bod effects. One of the departments where this has happened in primary mathematice. All kinds of formal teaching is that all our children will be able to use calculators to do their aims when they probensive head says that only 72 out of 240 11 year olds entering his school could divide 6 into 102, and that only eight could subtrect £4.47; from £13.34.

The emphasis in primary schools

The emphasia in primary schools fe recent years hos been on undorstanding numbers. So our seven year nide will spend time playing shops rather thau doing what used to be ceiled "money eums". Thet is right to a large extent; money is, after ell, what we use in shaps. But it is elso what we as adults have to use ie an abstract way no



cheque book stubs and so on. So should not these 11 year olds have hed experience of the kind of sum the head wes talking about?

Ona of the argnments against this kind of formal teaching is that all our children will be able to use calculators to do their aims when they grow up; that they will never need to moke mental efforts towards accuracy end agility. This is not true. Society will go on for many more years demanding the ability to use numbere quickly and egilely.

In any case, calculators are mot ask they are crecked up to be. If you divide 56 by 6, and then multiply it by 6 again, you will not get the answer 56; what you get its 55.9999999. Is it not quicker and more efficient to know what, soy, 6×9 is, rather than to beva to get the result electronically?

Of course the modern mathematicians want understanding, not rote

him to engage in a creative active The same is true in drams same, and cruft. This is never tree junior mathematics, however in might like it to be so. Creatish: maths only enters at a very li-level, and I doubt If it is every One sad, bad effect of the

ninthonintics" has been the Min tion of parents. It is often to difficult to interest them in the children's writing ur art, but his school where they are mada to let at limme, this can be done. Enthut they should show hafflene and unease when their children a being introduced to work in the children as being introduced to work in different "bases" when they have a grasp of work in base 10 seems. mu to be all too reasonable.

I know that working in best is supposed to encourage facility in place volue, but it rarely dos. It that stuff about helping our district to come to terms with the a computer-oriented society is at last being seen for what it is; a best a gigantic red herring, and a worst, a con by people with as demically and industrially said luterests. luterests.

Most teachers have hed be depressing experience of sing a seven-year-old to add 10 and 17 ud hevo then stood by while the chill nrived at 9 (adding across) or it

holiday brochures adversising new aids to numeracy". The next time children are using these things, study one of them carefully, and try to decide what is being leornt.

For exomple, those balance things that are supposed to help them in understand that 4+5=9 hecause ouch a calculation done by hanging bits of metal number provides an equilibrium. It is possible that the child is learning number facts, but some children get to the correct pusition and the plant of the first year of the pusition of the store and the store and the store and the store the safe metal of practica is needed to reinforce it. For most rhildren, the will take the form of strictly most contained the safe of the strictly most contained the safe of the safe tured experience of sums like the overy day of their school live beyond the first year of the funder school.

Much of what the new mathematics are the funder schools.

children get to the correct pusition on the soulpment without any all-lity to record what they have distics hos thight us is valuable-child-Wirli a less than oble child this Is, possibly, understandable. But it infen hoppens with a bright child. Things are acrously wrong when a linguistically fluorit girl cannot the anything with numbers in her head. Whom we are teaching a child a technique for his next painting, we should rejote tilings to number & n great deal of mathematic a nistract and cannot be taught effectively with bits of plastic.

Swinting has proved in a number of surveys to be the mast popular sport: the survey "Leisura in the North West", for example, found that it was the most popular single sport, with 15 per cent of over-12s regularly taking part. It has been claimed that half of oil the active swinners are under 12, so larity.

The Sports Council is noturolly interested in the proper provision of swintaining pouls. The biggest need is for the smaller, local type of pool: io o survey of the Technical Unit for Sport project at Ashton-unider-Lyne moro than half the users travel less than one wille to the pool: one-third of the users walk to the pool and the majurity never visit any other. Many other autways confirm this trend.

There is still a need for the locater.

Swimming pools

Cutbacks mean fewer new pools. It may pay to look at what we already

have and see how we can best use it or improve it. By Geraint John

such the sand occurrence and respectively to the sale of the sale

Spatex '77

The Swimming Pool and Allied Trades Exhibition, Metropole Exhibition Centre, Brighton, February 13-15

Together with the incredible fins for the Prevention of Accidents, summer of 1976, and the drop in and the British Standords Institute.

The overriding theme is safety in design construction, filtration, hydrone account to be a construction of Accidents. sunmer of 1976, and the drop in a value of the fl, holidays at home became considerably mors offractive. Demand for swinning pools twent up—and what better affraction could there be than to enjoy swinning in your own garden, healthy both to yourself and your pocket. However, several factors have to be taken into account.

have to be taken into account.

A swimmling nool is not something you buy and then change, liks a car. It is more often thou not o once only purchese. What type of swimming pool do you buy end where can you find out about the differences in concrete pools, liner pools, fibro glass, gunte or above or in-ground pools and the relotive coats, and most important of all, has the contractor got the necessory qualifications for installing a pool, which ofter all comes under the hending of civil engineering work?

SPATA, the Swimming Pool and hending of civil engineering work?

SPATA, the Swinnalug Pool and
Altied Trade Association established in 1961, is the recognized trade ossuciation for the industry. No controctor is eligible for membership until he has had three years' experience of the industry. On bernning a member he undertokes to build pools to the specifications is aid down by the SPATA etendords, which cover the construction, heeting, filtration and encising of pools and the special measures required for the "winturization" of swimming pools.

the "winturization" of swimming pools,
SPATA Standards cover the construction for commercial, semi-commercial, school pools and down up in accordance with the Technical Unit for Sport, the Amateur Swimming Association, the Royal Society

safety in design construction, filtration, hygiene, equipment, electrical
installation, swimmer control, personal safety, first aid and resene.
These are mondatory on oil SPATA
r members as o protection to all
a would-be jurchasers of swimming
pools against malpractices which
hove been all too common in the

As a safeguord, make sure your contractor is a SPATA member ood it mould be well worth any prospective purchasor of o swimming pool to buy e copy of these standards to ensure that your pool is of really sound construction. SPATA SISDE dards may be obtained from SPATA 74 London Road, Creydon CRO 2TB of £5.00, including postage and

SPATA will also be pleased to let you have a full list of members.
These include the approved contractors and the manufocturers of all mullinry equipment for swimning pools. Some member firms specialize in DIY kits which noturally reduce the ener of installation. ally reduce the cast of installation.

As a rough guido on prices £1,000-£2,500 for an above ground pool, 30% x 15% x 4% decp; £3,000-£4,000 for on in-ground linor pool, 36% x 16% x 3f to 6% deep; £5,000-£6,000, for an di-ground conceres or fibreglass pool, 36% x 16% x 3f to 7% deep. All would finclude basic items.

The SPATCX Swimming Pool Exhibition presents an opportunity to see for yourself the type of swimming pool most suitable for you together with all the necessary

Professional tutors

David Kaye

For the past three and a balf years I have been professional tutor at this 11 to 16 comprehensive school. My work with the probationere has been maioly one of pastoral oversight. Starting off with assistance (if required) for finding autable accommodation immediately efter their appointment, during their first term I have held two or three evening seminers at my home, when we have been able to discuss frenkly and in confidence the various problems which have arisen, or may arise.

Until recently I hod the edvantage of not being the head of a depertment in which they have been working. Therefore, on occasions, I have been able (with their agreement) to smooth out eey difficulties that mey have arisen in their teaching duties.

lng recently to have two probationers taking classes within my own humanities department. At the eed of aach term I epsad en hour with the head, discussing their progress, and chocking that they heve had et least two visits during the year from the county's edvisory staff. These sessions enable me to draw to the haad'o ettention any special effort (for exemple in extracurriculer ectivities, volunteering to carry out edditional duties in an emergency) made by e probatinner, while be is able to fill me in with any information be been gleaned tioners taking classes within my any informetion be bes gleaned ebout them.

what can be rather bewildering matters.

I assist the warden of the teachers' centre in running seminars for all probationers in our division of the county. While he deals with administrative offeirs and problems, I try to stimulate a discussion on educational issues, using provocative extrocts from books on probationary teochers, such as Goodwin's First Tenching Appointment. Particularly for someone who is the only probationer on a small staff, these seminars seem to fulfill a need—they discover there are others with similar problems and queries.

The other group, with whom I deal, are students on teaching practice within my own school. As a

During the first term one of the greatest wordes is over saleries and other financial matters. I feel I have helped them in sorting out their students during their time with the general scatter he what can be cather bewildering.

I find finished the supportant their strength of the support of the support

deal, are students on teaching practice within my own school. As a former college of education lectropisms discussions. Their criticisms

other autycys confirm this trend.

There is still a need for the lorger competitive centre, but except for a few areas, this is largely mot. The big need is for the frequent provision of pools small enough and of a sufficiently high standard to serve local communities and which are not excessively castly in run. Tho must popular size of puol is the 25 metros length which is suitable for must competitive events enort from national competitions,

Most pool buildings over five The general reaction has been and they wish that professional used had been appointed in their govious schools.

To dote no student has falled in their practice of the school, and we have not had to lower our size duris to achieve this 100 per car record. Likewiss no probationer had falled at the end of their year, it Most pool buildings ore financed from the local authority budget. The National Sports Council gives grant aid towards the capitol cost, but in general this is "pump-priming" and will oot niest much of the cost. Nevertheless, in smaller projects the proportion of grant to the total can be proportionately higher. fallsd at the end of their year, is though the head bas quite a his minimum standard, below which is prepared to recommend that their probation be extended. be proportionately higher.

A naw style of pool bulfdling has emerged in the past faw yeers which rejoices in the rame "loisuro" pool. This type of pool unaahamedly tecognizes that most paopie come to awim, baths or splosh about for pura plasaure; festures of those designs are free-shapad poola, bath type edges, and they often had the proposition of the plants to entitle type of pool will be rare in its type of pool will be rare in less stifted to doalgning poola with wroundings, an attitude which will

I shall be interested to hest
I shall be interested to hest
whether miles is the only such
appointment in England and Wales,
or whether other schools have followed up this recommendation of tha Jomas report

In-service poetry

54

Clearly much hasty re-thicking wao needed. We decided, if we modified our organizatioe, we could just about take 70 teachers at a time and if we repeated the course, we would turn away as few as pos-

I am not suggesting this was the apotheosis of the in-service course, (I still wince when I remomber the bloke who said he would come to learn how to enjoy pnerry, and all we had offered were cul-

David C Webb

The course "Epidying Poerry" at this college was nay, and seemed unusual from the course was that teaching seeme and a webball the course was that teaching seeme and the course was that teaching seeme and the course was the teaching seeme and the course was an average of the course of the course was a seemed unusual from the course was an average of the course was that teaching seeme and the teaching seeme and the course was the course was the teaching seeme and the course was an average to the course was those five seesions which the same turor throughout the same turor throughout the course was those five seesions which the same turor throughout the course was those five seesions which the same turor throughout the same turor throughout the same turor throughout the course was those five seesions which the same turor throughout the course was those five seesions which the same turor throughout the same turor through the course was those of the course was those of the course of the course was those of the course of the course the first the same turor throughout the course the first the same turor through the course was those of the course of the course of the course was those of the course of the course of the course of the course the first the same turor through the course of the course o

Community swimming noof at Ashtmu-inidor-Lyne. Architects: Tochnical Unit for Sport, Sports Council.

1. Dilld Indoor pools for uso by schools alone which iie unused for large periods of tima, st svenlings, weckends ond school holidays. As schoolchilition are the major users it fs these times whan they ere most needed by the public.

Of course this question of duoline, and joint or dual provision, is not new, and has long been encouraged by the Sports Council and centrol government; it axtends not only into pools but into other community farilities like sports failts and libraries. The nitimate eed to this approach is the community action, of which the Abraham Moss project in Manchester is an example. This building complex has ahops, library, sports centre, swimming pool, and a public access through the school site,

Mony authorities heve schieved a lot by planning awimming pools and sports facilities to be jointly used by the achool and the public; in Weles, for example, of the 16 public owimming pools being built in 1975, 14 were built by joint funding between school end community. The school benefits from the injection of local authority noney end the public can be injection of local authority noney end the public can be injection of local authority noney end the public can be injection of local authority noney end the public can be injected and the public and authority of the melin advantages and meny provad ouccest advantages and meny provad ouccest advantages and meny provad ouccest and can be provided and the public and authorities are advantages and meny provad ouccest and meny provad ouccest and the public and authorities are advantages and meny provad ouccest and meny pro



A real sense of achievement

St. Christopher School, Letchworth are justly proud of their pool. John Dawes describes how it was built

In the economic world oil resources are limited by capital, land and labour. But when cash is shuri and the amount of land is fixed, and it was decided that preliminary a large and willing labour force is a growing asset. The philosophy of solf-help is not new since today's a consider.

Concrete formwork was lent free by a mailman building firm for as lang as the school wanted it, and reinforcing steel was purchased at two-pressible.

A long-term self-help 25-metre

A long-term self-help 25-metre

A long-term self-help 25-metre

A long-term self-help 25-metre

economic impediments were just us pernicious 10 or 20 yeors ago.

In the early 1960s, a 25-metro school swimming pool tank built in the British Standard water retaining Cude of Practice CP2007 (now CP5337), with deep section oneeting ASA diving standards, ond including changing runns aloogside for both boys and girls. would have cost between £30,000 ond £40,000. Today, evon if the amount was the same, the question of finding the money cruth still

stifle the project.

As a motion of interest, while the price of property has risen four or five-fold during this period, the increase in the cust of a swimming pont has risen unly two or three. One valuable economic factor — competition — has helped to hold the price of the pound in your pool-pocket. A large number of pool contractors hove come lote the market (and quite o few lines.) gone eway again); to some extent more un-tn-date technology has held own prices. Nevertheless, a gnopool will not get in the ground if e school's resources have been

This then was the situation facing the head of St Christopher School, Letchworth, in 1961. But most schools have une cumoon odvantage when it comes to parting odvantage when it comes to initing in a paul. They con raise a large and willing labour force from the secior school. The minutes of the 1961 autumn term school incering of St Ghristopher read: "In freeman's business, Mr King Harris informed the school of his plaus concerning the building of their two avinating pool during the

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as possible."

A long-term self-help 25-metre phol schooms con cust as little as 10 per cent of a contractor's full qunintlou. Generally "lo-h-your-linn committee included an archi-

results formediately. Also inflation of the work under supervision using power out of the purchaslog power out of the purchaslog and the precise standards required for a wateright engineering structure were maintained with good target continuolly moves out of reach. However, determinations It is important for school murule roach. However, determination raises funds and a good plun clears obstacles, but it takes a strong pupil-

vide the muscle power—and onst of the brain power.

The St Christopher enterprise was quickly off the mark with two parent committees set up immediately, one for raising famils, the other th one for raising raints, the other to plan the work, and a enordinating committee within the school. A comparison with other school pauls around helped form plans which met Ministry requirements and ASA

specifications affecting dimensions

or safety and competition. Planning permission was obtained for chonging rooms plus o three-in-one, L-shoped, 25-metre pool design where the alcove section provided for five-motre diving, the deep end of 3.8 motre woter depth for swimming alsu, and the shallow area for learning. Six lanes for racing could also be provided. Inevitably, the ariginal self-help evidence of 13,000

efforts such as sunmore foirs and jumble soles were necessary to ensure o sufficient rate of income, as well as a whole host of monoy-ruising muthods, from film shows and concerts to crab-apple jelly making and barbecues for the porents. The resourcefulness of dezens of children, in collecting, for example, 500 empties or even working as kitchen hands in holiday camps for Christmas, soon raised their quota towards the fund.

The project was finished about 12 years ego nul now the self-help swilling produpt the lorgest D-1-Y school pool in Brittuin coul imiding 160,000 gallinus of imiding 160,000 gallinus of imiding 160,000 gallinus of changing rooms, cood springboard diving stands, is worth fur more originally suent.

The atory does not continue ull season.

The project was finished about 12 years ego nul now the self-help swilling produpt the continue ull season.

The project was finished about 12 years ego nul now the self-help swilling produpt the continue ull season.

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The project was finished about 12 years ego nul now the self-help swilling produpt the continue ull season.

The project was finished about 12 years ego nul now the self-help swilling 160,000 gallinus of limiding 160,000 gall

quintilon. Generally "do-it-your-self" type pools are much smaller in size, and at the most set out to while specification ingether. The advantage of self-building in reinformation and the self-building in reinformation and the self-building in reinformatical menuty volunteer. forced concrete menny volunteer labour forces could carry any must

> Some key tasks still needed specialist help. For example, testing below ground conditions for wotar table levels, or checking that a subsoil clay bed cumains less than 0,2 per cent sulphate in avoid corrosive ottack on nurmal concrete, or corrying out skilled drug line

excovation.

Regular weekend out evening working plus residential work camps mode the pool area into a semi-per-onorest hullding site, but som monthly progress could be measured in leaps and buinds of cubic yards in leaps and buinds of cubic yards inf concrete, or yardsuper of flooring ood walling. Teoma of n dozen ur so were drawn from more than 200 childron, parents and stuff, and the speed of construction was continuable to that of the new nearly city both, about the sume size, but being instelled by contractors at

niso be provided. Inevitably, the ariginal self-help extinate of 13,000.

Fund-raising took practically five years to complets, but sufficient, monoy was collected to stort the project right oway and, within 18 inential took oway and, within 18 inert right oway and, within 18 inert year. Work continued during even the collect spells of white with objoyment in good work well dood. By the spring of the full wing year, weter tightness testing could be curried out, and of full with esecond helf of the schemu concerning equipment, fucilities out landscaping.

Over several years, special major efforts such as sunner foirs and jumble soles were necessary to entail the pool sum the pool sum learnt a new technical recubility and were showing real skill by the end of the first year. Work continued during even the collect spells of with every with objoyment in good work well dood. By the spring of the full wing year, weter tightness testing could be curried out, and of cause, the first year. Work continued during even the first year. Work continued the first year. Work continued the first year. Work continued during even the collect spells of with objoyment in good work well dood. By the spring of the full with objoyment in good work well dood. By the spring of the first year. Work continued during even the collect spells of with objoyment in good work well dood. By the spring of the first year. Work continued during even the collect spells of with objoyment in good work well dood. By the spring of the first year.

the same time.

hands in holiday camps for Christmas, soon raised their nuclear the fund.

At the beginning of the project, an appeal for motorials brought in innumorable contributions from parents and friends, bonefactors and old pupila. The list covecod basics such as sand and cement, buildozers and railway sleepers. The response was rapid and rewarding.

Gifts of bricks, paving oud timber; loans of a lorry, a cemont mixer ond a tractor; and special offers of three secondhoud hut sound filtration tanks ond even some old Coal Board convoyor beling useful as a waterbor orrived.

The atory these not end with the building of tha pool since awing achievements continua yeor after year. Self-holp enthusiosm has also continued through to todoy. Only last year some of the boys at the school worked during their auman holidaya, to instal and build framework for 27 Suncell solar collector panels to wurm the woter, linstead of the uid oli-fired boller that drank 530 of fuel a day.

Efficiency of around 75 per cent convarsion of solar radiation or equal to the provision of approximately 50kWh of cuergy per so ft for the system is expected over fuur



The completed 25m comparition swimming pool complex at Bedgebury.
Park School for Girls.
Rutherford Swimming Pools.



Chris Jennison und colleagues at St Christopher School fitting news;

heating panels to framework above the swimming pool

incipol summer manths. The cost dides, a new temperary rode the equipment above was 12,000, was inid imorediately, at hy doing the jab themselves, the Access is probably one of of the equipment above was 12,000, but by doing the job themselves, the school saved as much ugain in lubour charges.

o year before the sular heat-Just o year neure the smar man-ing limik was installed, the school hallt its uwn 5 metre reinforsed cuncrete highbuard diving tower harrowed in design straight from a nurrowed in design straight from a new tuwn municipal paul. As the head now paints unt: "This has proved very popular and certainly thu standard of diving has greatly improved."

There is a real sense of achievement in something gained through your own efforts, and St Phristopher School is proud of theirs.

In contrast, when the devaluing factor of time affects resources, a professional contractor who can devoto concuntrated effur in the took lit hund, is essential for the ropid completion of a large school pool loday. He must must all the hunds of contracting unit plan bis progromme, not only in make morning the distribution of his client.

thorands of his client.

An Independent schuol for ghile in Kent theirloch lit 1976 to include their now gymnosium hall nireody undergoing construction, a new four-lane, ASA sandard, 25-metre swioming poni suituhle for one-metro springhoural diving. Royond cost evoluating tregatiations, the bursar's brief was clear. "It must be built before the Summer term".

Some production resnurces were alreedy on site for the gymnosium.

must important imponderables it conver to parting in a pool of that the exception, losdy a

On this occasion, the pool spedepth necessary in safe on Exdepth necessary in the product of the safe of Exdepth necessary in the product of the safe of prodicut " nt 12 metrs water to bulfway along the pool she the shallow end, with a solution the shallow end, with a solution is metre deep transitor to where every bother is expendite bouyant and well clear of steep floor drop into the first.

Hinrkworkshuttering scheme construction take longer that specialist production technical described earlier, but an expense of the special control of the special con inetre swionning pond suituble for one-metro springhourd diving. Boyond cost evoluating tegntiations, the bursar's brief was clear. "It must be bulk before the Summer term".

Some production resources were alreedy on site for the gymnasium, but to ensure the unimpeded supply of materials needed for any large modern pool construction, and and to disrupt existing progress schemics. enced crow can ensure the

ALL YEAR SWIMMING WITH A BOYSPAN POLYSPHERE TO KEEP THE COLD WEATHER OUT AND THE WARMTH IN



Swimming pools

Covers, cleaners and costs

John Dawes looks at some of the exhibits at SPATEX '77

Only a few sunny spring doys are required for pool owners to start pulling off the covers. That is what at least seven of the 77 exhibitors

at least seven of the 77 exhibitors hope, for between them they offer a wide variety of ponl materiols and designs to solve on cleaning and help to contain the heat.

Covers ore in, for whenever a squeeze is on they can gaorantee to prevent losses. Most pools accumulate 3' to 5°C in water tomperature on an average summer's day but en on an averuge summer's day but can soon lose this overnight. A flooting, insulating cover cuts evaporation losses by more than holf to 1° or

Covers also keep a pool completely clean. Some owners top up their pools with chlorine in the autumn, spread winter covers over the sur-face and remove them in the apring

face and remove them in the apring to show completely clean clear lime water. Those without covers have to cleao up at leost onco a mooth.

One Scandinaviau monufacturer exhibiting for the first time in the United Kingdom hos en outomnic safety pool cover string enough to stsod on, powered by water prossure—us easy tu men and close as a door. Another company offers o lightweight floating "bubble cover" (Solar Trap) thin iets through the rays of the sau to help to hem the pool and trap the warnith. Cover specialists set out to show that the cost of a cover can be matched by savings in healing and chemicals and cleaning within a couple of years.

Oo the other hand, mokers of automatic pool cleaners urgue that their devices help tu nik warm surface waters with deoper cold water while cleaning the pool of the same time. At least two now jumb outomatons are exhibited—the roving Poolranger unit—o disturbing new idea—the Kreepy Krouly.

Along with the serce of wisible

Along with the scros of visible soniac, one of the most distinguishing characteristics of a hot aummer is polluted pool water. A kind of caretaker's syndrome proves with more and more listners crowding more and more bothers crowding the pool, which overloads the filtra-tien causing the maintenance man to understime the chlorientime. underestimate the chlorinatinn

or the 1H swing.

In the battle for coexistence, however, there is a new British named Baguacil 5B by ICI, and a challanging German wideal swimming pool

Association

Association is entering its 28th year.

Since its foundation there has been a remarkable upsurge in hullding pools of overy type. The association activities covering every aspect of school swimming, including provi-

When we get another summer like the last noe, will we all be ready? The axioming pool industry is huping and planning far just such a situation, in spite of limited budgets.

It is well known to the trade that

billing and planning for just such a situation, in spite of limited budgets.

It is well known to the traile that a day or two of sunshine arouses everyone's optionism, and we had hashy weeks of continuous sunshine hash year. So o mood of caulious optimism is olost appropriate for the Fifth Symming Ponl and Allied Trades Exhibition to be held at Brighton frum February 13-15.

There "50 per cent mure exhibitors will occupy 73 per cent more flour space". There's inflution for you.

Only a few sunny spring doys are collected for meaning the property of the same dilemma, The HTH Water Book for Pool Professionals, is available from the Olin Chemical collected for meaning the balancing seem to get beyond even for the halancing seem to get beyond even for the head of the chemistry departs of the head of the chemist

Olympic pools.
When reduced economies ore really necessary, even in the face of heatwive odds, the cost of water of hearwive odds, the cost of water treatment can be cleverly contained. Cuvers conserve but cyanuric ocid companies actually cut down the daily dosing. There are chemicals with and chemicals without this stabiliser, and it all depends upon how you wont to treat your swimming pool. There is no doubt whatsoever, pool chloring can be made to last two or three times longer with proper stabilising treatment.

lenter lest kit.

cappeal. The three stages test a all the events ere the culmination variety of watermanship skills, The badge is a source of pride to the successful candidates.

all the events ere the culmination of competitions which start at school level many months before. For some symmetrs, the culmination

i ox Pools International

The best ports of eoy exhibition are the innovations and an exponding pand industry has more than its fair shore of good ideas. There is a laddor-cum-circulation system all should be a laddor-cum-circulation system and returns it through the other side ruil. A simple, but effective pisatroom and circulation system all rolled into one. Alternatively, a mobile piontroom with filter and chirrinator on a trolley might be practical.

It seems there are so many data to read winter and subject to read by their firealitos this winter can buy the recent publication from SPATA of their Swimming Pool the Garden published by John Bartholomew and Soos. Pool trade and the Francia journal Piscines are represented and there is also, a colourful new pool owners' publication colled Splash.

If anyone has any doubts about the ability of the pool industry in this country, then SPATEX '77 about the ability of the pool industry in this country, then SPATEX '77 about the same thank the recent that the fire is also, a colourful new pool owners' publication of the proof of th

his matched this with o range of school swimping, including provisus of pools.

In 1954 the ESSA teaching swimming bath scheme was attend to involved in fund religing for pools.

Nearly 400 schools have now benefited; applications for loans can be five. Cooper 10 the hone reasurer, Mr.

Safety in the water is naturally the highest priority of anyone in school swimming, and it is school swimming, and it is school swimming, and it is considered in fund religing to the cooper at the cooper at the water is naturally provise to be pational representation, and on March 12 at Port Talbot the highest priority of anyone in volved in school swimming, and it is cooperated by calculating schools and make first priority of anyone in the highest priority of

swimmers in given ege groups.

Salford M6 8QR.

The funds for the TSB schome competitions for the TSB schome awards which provide tests to measure strong from the joint ESSA-ASA strong for in the strong from the joint ESSA-ASA is scheme for in the physically harding scheme for the formula for the formul

The English Schools Swimming

To overcome corrosion and cracking, number "revolutionary structure" made from glass reinforced tare " made from glass reinforced concrete is making its debut in Brighton. There are olso the now alonost traditional GRP manels and pools if concreto olone is no longer sufficient, and a wholo pool (18ft by 10ftt in X-braced oval shape is displayed showing the watertight advantages of modern flexible vinyl liners. Perhaps us a foil to the playtics mond, a synthetic lawn might be preferred to plain poving. If so Dandylawn is manufactured from Amoco PP3 malypropyleac fibre and lacked with rubber latex for springiness.

springiness.

If you wan paiving to work for springiness.

If you wan paiving to work for you, in come become o ploin and simple sular collector. The well-known physics of black bodies ebsorbing more heat thou white ones is put to great advantage by circulating poolwater through deck pipowork in sunwarmed dark paving, and this Solar Pave idea does seem to overcome the problem of where to put those vast frames of multiple flat plate collectors.

Nevertheless, since a swimming pool is the best place to dumo all thot spare summer heat, and low temperuture collectors work farmore efficiently when opplying that "fast flow" needs of natural pool-wider heating, there are some porticularly interesting panels of both standard and innovote design on show. The cost of a solor heater, it is claimed, is paid back within three or four years, from the savings on conventional heating the test of a spring on the sering the test of the sering test of the sering of the sering test of th or four years, from the savings on convontional hoaring fuels alone.
Solar panels woro first commercially installed on pools 20 years ago, but then the initial cost tank at lenst 1t years to recover. Spiraling inflation has now made them rather more competitive. In certain sames of the United States

certain states at the United Stores, the use of fossil fuels to licat swimming pools is already banned and o Guvernment committee hos recently been formed here to consider the British energy situotion.

finally, those who want to reed all shout it by their firedities this

Pnol Institute certainly has on doubts for they bove awarded their international design award for the

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Even contest

Rowland Goodwin on an eight-round bout between education and industry

Since its formstion, the Darlington Carcers Association has been attempting to bring closer together local authority, parents, pupils, toachers and industry. It has been pupils, coachers and industry. It has been aware of growing dissatisfaction among personnel and trudning specialists uver levels uf numeracy. Building on the good relationships established between education and industry, a working party was set up in the autumn of 1974 to examine the problem.

The working party consisted of two mathematics teachers, two industrial training officers, a manager of a group training scheme, an area careers officer, two lecturers from the college of technology, and myself as an independent chairmon. Its remit was to "investigate industry's concern about au apparent decline in arithmetic ability among prospective craft apprentices".

wa collected quite a bit of ovidence before meeting; articles from the Engineering Industry Training Board's newshaer, Skill; details of the July, 1974, Nattingham conference organized by the Institute of Mathematics in association with the Shell Centre for Mathematical Education; results of special tests taken in local schools; und reports of a similar project undertaken in Hampshire. All this pointed towards the existence of a national as well as a North Eostern concern.

Six areas of woakness were identified among prospective eraft apprentices: deci-mais—adding, subtractiog, dividing and multi-plying; division of whole numbers; fractions; parcentages; ratios; problems involving the transposition of formulae, e.g., calculation of velocity, resistance, perluncters, sines, cosines and tangents. Eight major issues dominated the discussion. The first was selection.

"We are not getting enough amplicants with

the discussion. The first was selection,

"We are not getting enough applicants with
the basic arithmetic skills to do the jobs
we want them to do", said ludastry. Nor
are they capable of satisfying the minimum
further aducation standards required by the
colleges", added the lectuters. "Ah", seld
the teachers, "don't bleme us. We think
mathematical attendards are, if anything, improving. You are not getting the brightest
pupils because they are choosing not to go
into engineering. You are getting the lower
end of the suilty range. You need to do

"Right, we take the point", argued the
truiners. "But thuit you think that work takes
up a considerable proportion of life for anny



aomething allour your image in order to attract the people you want."

Knowing more about hidustry than education, I gave the reachers the benefit of the doubt and swarded the first round to them, We settled no Grade 3 CSE as the minimum stundard in mathematics far craft appren-Round two also went to the teachers. This

was on the syllabus. The teachers produced copies of mothemsties syllabuses being followed in schools, and esmple axaminotion papers. Sets, number systems, number boses, probability, statistics, mairices, linear programming, transformation geometry, topology, eslenktors, logic and voctors were there, nil likely to be encountered by CSE and GCE pupils. "OK", said the trainers, "you have brondened the syllabus and that is gnod, but we think you have done it of the cost of roducing the amount of time given to hask or thincie. We would like you to give more time to this." was on the syllabus. The teachers produced

prople? We must have people with basic. Malls is not an easy subject to lead a skills. We are heavily dependent on manning of us, with responsibilities for making facturing for our economic survivol. If we have trained in other subjects of full there, work suffers mult the whole of society is affected as a result. In my case, anything like the numbers we require the print that they remain people need leads print. we think that young people need hasle nriting the the thought we require for all kinds of things outside work —shupping, tlo-it-yourself, mortgages, for all filling, and so on." The taachers sounded plausible, but I marked the round in favour of the trainers. "They had the more realistic in any truy? We can provide examples of the trainers. "They had the more realistic in any truy? We can provide examples of the trainers."

approach.

Round four was about units. The schools were wholly metric in their approach. It was something of a surprise to the teachers to find that the training officer from an Americal

something of a surprise to the feachers to find that the training officer from an American lirat operated predominantly in Imperial measurement. The other troiner and the group scheme manager used both units. There seemed little appreclaim of the Industrial struction by the teachers. No one, at this stage, produced any conversion tables. I knocked o point off the teachers heemed they used the centimetre and not the unillimetre as their lowest unit of incosurement. I buil to give the round to the trainers.

Next came colculators. "You don't need to work out complicated arithmetical sums anymare", said the teachers. "Calculators are meant to do that." "Thot's true", said the teachers. "And we would like more feedback from industry is and the trainers. "But we would still like to feel that the apprentices we get understand the hasle principles and know roughly what the answers should be. We think they ought to know, for instonce, where to put decimal points, lodinstry is ant so well uff as to be able to affurd an electronic calculator for all its employees, and, even while one, things can go wrong." It seemed to nic that the teachers. "Remain the theathers. "We need to have a zet closer liaison between the escress dopates and maths, science, English and teach deciving." Its seemed to nic that the teachers. "Remain the the teachers." It is apprenticed to the trainers of the trainers. "We need to have a zet closer liaison between the escress dopates and maths, science, English and teach the complete of the trainers of the trainers." It is apprenticed to the trainers of the trainers of the trainers of the trainers. "We need to have a zet closer liaison between the escress dopates and maths, science, English and teach the complete the co knowers should be. We think hely original know, for instance, where to put decimal points, industry is ant so well aff as to be able to affurd an electronic calculator for all its employees, and, even with one, things can go wrong." It seemed to me that the teachers were genuluoly trying to avoid nunecessary calculations and had a more forward lucking nithude. But the trainers had a point. A draw seemed n fulr assessment.

draw sechied a full assessment.

Round six dealt with primary schools. The teachers oilmitted that not onough attention was given to basic arbitractic in secondary schools. "But, if youngsters come to us from schools. "But, if youngsters come to us from the primary schools without o basic grash of arithmetic, there is very little that we can do about it." "Rubhish," said the trainers. "What do wo pay our rates for? You are passing the back. The very least we expect from education is a grasp of busic skills. We don't feel we should have to spend precious time teaching them after 11 years in your hands." Another to the truiners.

Mulyothen was the seventh issue. "We are trying nur hest," sold the teachers. "Hut many of them just don't want to know.

run, we have no sauctions we can app

in any tody? We can provide exampled problems first your apprentices are the encounter if that will help them to see maints is applied at work. Would it be next time you send pupils on a worked we gave them a maints test first, and showed the successful ones round the tarry?"

tive approach.

Four all. Not a contest, teally, that a body wanted to win. I falt we had be few bridges and improved our understand I certainly come out of the exercise with deeper sympathy for the teochers, but a scious, too, of the need to do something a tire, and quickly, about the supply of you people with basic skills in numerary.

The problem is not going to be ad avernight. As a first-sld measure per industry has to give time and remote remodal treatment. But more resources renedial freatment. But more resources to be put into the teaching of minischands. The ularni boll has sounded year not ufford to lolerate a situation when here cent of our school napulation hit is hope of gaining even a Grade 3 CSE quality.

Rowfond Gondwin Is chnieman of the De

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LITERATURE

MUSIC



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nssemblage" Yorkshire Evening Ires.

fascinaling" Kalekloscope BBC, Radio A.



An Hour with Damon Runyon Runyon almost invented American gangster patois, and the gays and dolls he described are tough and lawless.

Come love with m

Despite this, his use of language, his command of situation and dislugue, are nothing sharl of brillians. This casselle contains four excellent short stories by a master of the genre, amusingly read in an appropriate Brooklyn accent by Al Mancini.

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Impressions from the field

Michael Kelly suggests that official British overseas aid agencies are not as effective as they might be

Five years of field experience on contract to the British Council and the Mioistry of Oversons Development have persuaded ma that they are not doing a good joh in educational aid. I write from direct experience and impressions only of West Africa, particularly Cameroon. I do not have the general information about educational eid from Britain to the reet of the world to claim expertise beyond my own observations and petsonol beyond my own observations and personal experience. However, I suspect it le just as ed elsewhere. The word from the grapevine of far-flung controct acquaintances is not

are not clearly evident. A certain flirting with intermediate technology and informal school

for whet traatment or privilege, bodrooms, carputs or bathroome, what eratus and banefits can be squeezed out of the administrative code books.

usgs advisory poss. One gets the impression that even routile posts ore grudelingly responsible to an inflaxible book. Critisism or urging creative involvement in local protect availations, either in the stage inforce agreements with the bost government are mides during the working of the project of stages in the stages in

genatosity when things do not quite turn out as expocted, or on the other used for complaints about how inefficient and unrollable the hist governments are. The burning need is to be able to identify projects, be professionally and developmentally well loformed in doing so, and be realistic and flexible obtained solutions, bilatoral and multileteral, try to be. Not so the British.

My own post was brisfed as a mobile, foldering most appealing of the British Council or shelp most and burning side of the British Council told ma balliway through the negotiotions, while I wendered audibly to binn and to "London" what the British current saw when the being paid for, that a new policy was being being paid for, that a new policy was being of British culture and ald cling together.

Supremus and submrdinates, Soniur Cameron completions and submrdinates, Soniur Cameron was the British profession of these discussion of these discussion of these discussion of these discussion in the British sphere of the British Council of the British Council of the British Council of the British Council told ma balliway through the negotiotions, while I wendered and blut to be called or ask aring proplets in the British sphere of the British council of the British council of the British council told ma balliway through the negotiotions, while I wendered and blut to be called to make of the British council of the British council of the British council told ma balliway through the negotiotions, while I wendered and blut to be called to make the British in the British sphere of the British sphere of the British council of the British council of the British council told ma balliway through the negotiotions, while I wendered and blut to be called to make a summing the profession of these did not vote to the British council of the British c

element of respect for tasks and skills seem off the point, too much to ask is good saluries and allowances and it ditions do not make for happy of the

My own post was briated as a mobile, field-oriented one, for regular work lu widely dispersed institutions saparated by appailing roads. It took me three years to be officially given a hasvy duty vebicla. The representative of the British Council told ma halfway through the negotlotions, while I wondared audibly to bim and to "London" what I was being paid for, that a new policy was being created in London: "We must make our chaps in the field effective".

There is no collerent or comprehensive avidance that I have come across for such was told bad bash approved, had not reached to the catherent or privilege, bodrooms, was told bad bash approved, had not reached to the catherent or privilege, bodrooms, was tested and banc-cather or privilege.

e change. Equipment I asked for in 1974, and was told bad baan approved, had not reached the in 1976, wall after its usefulness was over. A post contracted for field research and experiments is labelled "teacher" in the formulae of the ministry and council bureau-oracles in London, and support is rigidly occording to an inflaxible book. Criticism, or urging creative involvement in local project needs, are very badly taken.

cally shy uf controversy. Enterprise to field is discouraged element as much rock the boot, distarb routice, destinant, concern and judgment. They expensible and innovatory support, and responsible and innovatory support, as relevant of respect for tasks and skills.

Teachere wishing to epply for a post in Scolland at novissed to ask the Ragiatrar. The Ganeral Teaching Council for Scotland (5 Royal Tarrace, Edinburgh Ett 5AF) for information about aligibility for registration with

Classified Advertisements

Hendships

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education Headships Deputy Headships Senior Masters/Mistresses Other Appointments Primary Education Headships

Deputy Headships Senior Masters/Mistresses Heads of Department Appointments in Scotland 54 Middle School fiduration Headships Deputy Headshins Senior Masters/Alistresses Remedial Posts

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Special Education Headships Deputy Hendships Senior Masters/Mistresses Heads of Department Scale 2 Posts Scale 1 Pusts Independent Schools Deputy Headships Senior Musters/Misrresses Remedial Posrs Art and Design Classics Domestic Subjects Economics Engli h

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Exhibitions For Sale and Wanted and Postal Shopping

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Nursery Education CONTRACTOR OF FRANCISCO CONTRACTOR OF CONTRACTOR OF STATE OF STATE

Headships

Domestic Subjects

Physical Education

Technical Studies

Other than by Subjects

English

Science

Mathematics

HERTFOROSHIRE COUNTY COUNCIL OT. ALOANS OLVISION

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This now Group 2 school is due to open in the Autumn Tone, 1977, and a HEAD TEACHER is required from that Une. muni colu.

Application forms may he obletned fram the understand and
should be returned by 20th Febriary, 1977.
J. S. Wilkie, M.A., Ph.O., Director of Educotion, Education Offices, Brondway, Strattord, e10

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London Corcugh of) BBECCA CHEETHAM NURSERV CHOOL BCROOT.

Mercus Rireal, Londoo 610 3JT
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Required Saptember, 1977, or
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DEPUTY HEAD TEACHER—Group

Burntom Scales plus London allowince £402 plus onnual supple-tioni £512.

Other Appointmenta DERBYSHIRE EACHER Schlo 1. and advertise-

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Primary Education

Headships

AVON COUNTY ARINGTON GUINEY C.B. V.C. Application are invited for the introduction are invited for the introduction are invited for the introduction of the school spiery in excerdence with Group 2. Yearncy from 19th April, 1977.

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AVON COUNTY OUN ACRES J.M. SCHOOL Wilhywood Briolol, 8813 888

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CHILOS HILL, J.M.I. SCHOOL Decringham Road, Childs Hill, NW3 151. 11toll 2801

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Other Appointments

Polyreclinics

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MINSLEIGH COUNTY From TRACHER required for the limit I School from 18 September 1977. teatime forms and further from Area Education History, Paignton, Con-

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DOLICHISTER BT OSHUNDS C.E. (AIDED) JUMOR SCHOOL (Dropp of Middle School Hose Supplemental Middle School Hose Supplemental Middle School Hose Supplemental Middle School Hose DORSET

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Inner London Education Authority

For teaching postsin Inner London

See page 66



Classified Advertisements

The charge for edvertislog in all classifications is 66p per mum 3 lines)... Display in classified advertisementa £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advartisements received by Mooday will be published in the following Friday's Issue subject to availability of space.

The Advertisement Maneger,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London
WC1X 8EZ. by Monday for the following Friday's issue.

Rachel Keeling Nursery School Morpeth Street, E2

Headship

Vecent September, 1977. Rell 56 full time and 20 part time pupile. Burnhem Group 2 ealary, £4,311 to £4,639, plus £312 supplement, plus Lendon Allowance.

Places send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SEI 7PB. Closing date for return of completed application form February 25.

PRIMARY SCHOOLS HEADSHIPS

SANDRINGHAM JUNIOR SCHOOL Sandringham Road, London, E7 8ED Roll: 285

Required Saptember, 1977, or carliar it possible

HEADTEACHER

PIUS SOCIAL PRIORITY ALLOWANCE
PIUS SOCIAL PRIORITY ALLOWANCE \$201 or \$278

Application terms may be obtained from the undersigned and should be returned by Fabruery 25th, 1977. J. S. Wilkie, M.A., Ph.O.

Director of Education, Education Officea, Broadway, Strailord, E15 48H.

LONDON BOROUGH OF BEXLEY

headships ABBEY PRIMARY SCHOOL Applications are invited from suitably qualified primery THAMESMEAD teachers for the Headship of the following echools.

HEAD TEACHER GROUP 6

Applications are invited from experienced teachars for the post of HEAD TEACHER. Appointment to commance from Autumn Tarm, 1977, i.a. 1st Saptembar.

Chief Education Officer for Schools (T9), Town Hall, Creyford, Kent. To whom thay should be returned by Monday, 28th Februery.



NORFOLK

THE TIMES EDUCATIONAL SUPPLEMENT 11.2.77

STANTON HILL INFANT SCHOOL,

Qualified teachars are invited to apply

for appointment as Haadteachar of the

Number on roll: 225 Selary Group: 4

Application forms and further datatts may be obtained by torwarding a slamped address to the Director of Education, County Hall, West Bridgford, Nattingham, NG2

Nottinghamshire

County Council

Education Dapariment

above school.

Derbyshire

Amended Advertigement

(naar Chesterfield)

Beaufort Infant, Darby

Closing date 25th February, 1977

Nuraery ptecas

Nuraary places

Bramley Vale Primery School,

325 Children +40 Full-time equivalent

(plua aociai priority achool allowence)

190 Childran + 50 Full-tima aquivalent

Application forms end particulars for the above

poeta (e.g. fooleoep places) from the Director of Education, County Offices, Maticok, Derbyshire DE49BG.

Headteacher

Fackley Road, Stanton Hill.

Vacani: 1st Saplember, 1977.

Closing date: 25th February, 1977.

Sullon-in-Aahfield, Notia.

COUNTY COUNCIL Education Department

HEADS

required for (1) CLARKSON FIRST SCHOOL, Norwich (Group 5) (2) MULBARTON FIRST SCHOOL, Nr. Norwich (Group 4)

(3) MORLEY V. A. PRIMARY SCHOOL, Wymondhem

(Candidales for Morley Sohool should preferably be communicant mambers of the Church of England) (4) REDENHALL V. A. FIRST SCHOOL, Harleston (Group 4)
[Candidates for Redenhall School should be precite

ig communicant members of the Church of England) Application forms and tunher details ONLY by earding a stamped, eddressed, foolscap envelope to County Education Officer, County Hell, Norwich, NR1 2DL. Closing date 28th February. Removal expenses psyable in accordance with Authority's acheme.



NORFOLK

COUNTY COUNCIL **Education Department**

HEADS

required for

(1) Greshem C.P. School, nr. Cromer (Group 1). (2) New Meriham Middle School (Group 6)

(3) Lassingham C.P, School (Group 1)

(4) Marshland St. James V.C. Primary School, Wis-bach (Group 3) (Candidates for Marchland School should be Communicant members of the Church of England.)
Application forms and further datella only by sending a stamped, addressed, foolscap envelope to County Education Officer, County Hall, Norwich, NR1 2DL. Closing date 28th February.
Ramoval expenses payeble in accordance with Authority a scheme.

HAMPSHIRE

Shirley Warren First School

HEADTEACHER Group 3

Required for Septomber, 1977.

Stemped eddressed envelope for detaile end applica-tion forms to:

The Aree Education Oilicer, Southempton Arae Edu-cellon Oilice, Arundel Towers North, Portland Terrece, Southempton SO9 4XE Closing date: 21st February.

Burnham Copsa County Infant School Nawchurch Road, Tadlay, nr. Baaingsioke

HEADTEACHER Group 4

Required 1sl Reptember, 1977. Stamped addressed envelope for full deteils end epplication form to the Area Education Olificar, Sun Alliance House, 41 Wota Street, 9asingstoke.

Closing date: 23rd Februery.

Harestock County Infanta' School Bramahsw Closa, off Bradlay Road, Harestock, Winchestar

HEADTEACHER Group 4

Required September, 1977. Application forms and particulars oblainable from the Area Education Ollicer, Southgets House, St. Swithun Sireet, Winchaster (looksop slamped eddressed envelope please) returned by 25th February.

Hythe County Primary School Hythe, nr. Southsmpton SO4 6BL Number on roll; 360.

HEADTEACHER Group 6

Required for September, 1977. Full details and application forms obtainable from the Area Education Officer, Cannon Street, Lymington Hampshire Closing date: 18th February

Esstiaigh New Primary School (Proposed)

HEADTEACHER Group 6

Required for this new Primery School to open 1s1 September, 1977. Application forms and perticulare obtainable from Area Education Officer, Southgate House, St. Swithun Street, Winchester (foelspap alemped addressed envelope please) returned by

Under the second second

Cornwall Education Committee

Primary Headships

The following vocancies occur 26th April, 1977 KING CHARLES C of E Cultrelled Junior Mixed School, Falmouth-Croup 4 (234 on Roll) JACOBSTOW County Primary Junior & Inlant Mixed School, or Bude-Croup 4 (160 on Roll) BLISLAND County Pilmory Juntor & Inlant Mixed School, Bodnin-Group I (35 on Roll) ST. STEPHEN CHURCHTOWN County Primary Junior & Infant Mixed School, St Austell-Croup 4 (240 on

The following vacancy occurs 1st Scoteniber, 1977 The following vacancy occurs 1st September, 1977 ST. PAUL'S County Primary Junior Boys' School, Penzance—Geoup 4 (220 on Roll)

Application forms and further details from and returnable to The Secretary for Education, County Itali, Truro, on receipt of a stamped addressed envelope.

Closing date for all the obove posts is 1st Murch, 1977. K. Cruise, Secretary for Education

Education Depertment

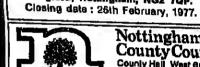
Headteachers

Snaps Wood (Naw) Primary School Bulwell, Nottingham Qualified teachers are invited to apply for eppointment es Heedteacher of the ebove

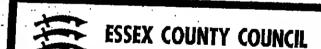
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Mansfield Woodhouse, Mensileld, Notta,
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Number on Roll: 160 Salery Group: 4 Vacency to be filled Summer Term 1977 for Aulumn Term 1977. Application forms and further datafia for both posts may be obtained by forwarding a stamped sudrassed foolscap savalops to the Oirector of Education, County 1181, West Bridgiard, Notlingham, NG2 7QP.



Nottinghamshire County Council



Basildon and Brentwood Area Mountnessing C. of E. Primary School

Group 4
HEAD for this Junior Mixed and Infents School with Crascent Road County Infants School Arantwood (Roll 108) Group 2 HEAD for this Infents School with effect from 1 September, 1977.

Sunnymsda County Infante School Mons Avenus, Alliaricsy (Reli 294) Group a HEAD for this inlents Sopool with effect from

Thurrock Area Harringham County Junior School Mary's Road, Chadwell St. Mary, Greys (Roll 375)

Group 9
HEAD for this Junior School with elfect from 1
September, 1977. Castle Point and Rochford Ares

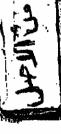
Wyburns County Primsry School Nevern Road, Bayleigh (Accommodation for 320 public) Group 4

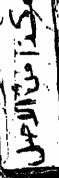
HEAD for this new open-plan echool designed for 320 junior pupils but to be used in the loresceable future as a Primary School, with effect from 1 September, 1977.

Southend Area Thorpe County Junior School Greenways, Southend-on-See (Roll 429)

Group & HEAD for this Junior School with effect from 1 Seplember, 1977.
Closing date: 4 Merch, 1877.
Application forms and further defails of hess posts may be estained from the County Education Officer, P.O. Box 47, Market Read, Chiefmeford.

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EXTRA

PRIMARY BOOKS

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1977 JOHN VILLAGE

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GLOUCESTERSHIRE
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> HERTFORDSHIRE LAST HERES DIVISION ABEL SHITH INDUDING LINE HARD uchigal.

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HERCTFORDSHIRE HAST HEREIS DIVISION College, near fluiding/ord HEAO cequired from Soptembre 1, 1977. Group I stipon, Application forms and fur-line pacticulars from the Divi-alonal Education Officer, Scott House, Hugsdell Road, Hort-ford SC13 BHQ.

COUNTY COUNCIL COUNTY COUNTY COUNTY DICUNGITAM OTVISION SARNEOLE COUNTY PRIMARY

Application forms and further triculars from Olvisional Educa-on Officer, Municipol Galidinas, Illingham, Heni, le whem libr tould be returned by 14th Febru-

LONDON BOROUGH OF BEXLEY LONGLANDS PRIMARY SCHOOL SIDCUP

HEAD TEACHER GROUP 6

Applications are invited from experienced teachers for the post of HEAD TEACHER. Appointment to commence from Autumn Term, 1977, J.e. 1st September.

Application forms and jurihar details svallable from Chief Education Officer for Schools (T5), Town Hall, Craytord, Keni. To whom they should be returned by

HEADSHIPS **NEW SCHOOL NEW CITY**

W.

TAN

NEW CHALLENGE

Conniburrow County Middle School-480 places. Group 6.

Available from Seplember, 1977. The porson appointed will peritologic fully in the staffing and equipping of the school which is expected to open in January, 1976, initially the echool will operate as a combined school, ago range 5 to 12 years, and will be reorganized as e middle, school (8 to 12 years) when Conniburrow County First School opens in two to three years time. Evidence will be required that candidates have a real understanding of the needs of the younger unitid.

The Development Corporation is making a number of houses evaliable for runt to teachers eppointed to schools within the designated gros of the new city of stillon Keynes. Subject to the County Council's regulations removel expenses up to \$188 and board and lodging allowences will be psychis.



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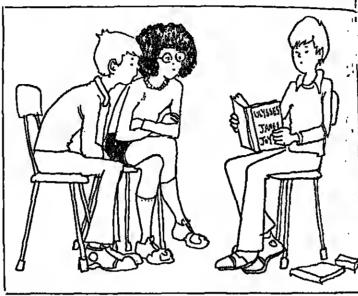


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• The prizes will be awarded in the farm of money for book he winners' school libraries; each winner will, in addition, to books of his or her choice up to a combined value of filecompetition will be judged by The Editor of The Times Et. tional Supplement, whose decision is final. Entries concept returned, and na currespundence can be entered into. The reserves the right to publish the winning entries, but also the t to award prizes if the level of work solunitted does not be



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Once twice thrice upon a time. 7188
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There was once, my little deacs, a lighthouse keepar who was woken every morning by the ficing of a navel gun on the mainland. One day (are you sitting comfoctably? let me rearrange the cotton wool), they were dismantling the gun—an action of which those naughty sailoca had not informed him. At the usual time, when the gun didn't fire, the lighthouse keeper fell out of bed crying: "Whet dia hall was that?"

minded of this story when I cead some books for the very young. Of tourse amoli readets or listeners

need to be usede to feel secure; but I wonder if the hest way of achieving that end la to turn stories into non-ovents—with no dotoretion whatever. A common way of doing this ls to take the ingredients of a story that might be expected to go off bang, and to defuse it. The bear in Ruth Alnsworth's litle story, for exemple, goos about hugging people, which changes their shape, and everyone's rother neeved obout It. All's well when he is "incky enough to need with a wife", who "loved to be bugged". Peridington Bear is one thing—a bear in o state of nature who is so whimsleelly unbear like is quite another.

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And I would like to ask Dorothy of a chieving in the to ask portion of little girl what likes to a story that his story for a bay so constitute unon a time, why she included a story of a bay so considered in the inches and bus a success." It is not to death in a library fire. Panuela Oldfield never falls that the most find in her illustrations. At this point in my reading—in the new of the part of choose) and others which had the quity into como together, hulcfully, in a story two truchos that might young but definite to mother likes to plut a story for a bay so constitute who is like to ask Dorothy and the fueric como together, hulcfully, in a story moth tile of little girl what likes to find a story little gove up being and to defuse it with the young have the fueric como together, hulcfully, in a story moth to end the fueric como together, hulcfully, in a story moth to end the fueric como together, hulcfully, in a story moth to end the fueric como together, hulcfully, in a story like the young like the story for the young as the flev young two truchos that might exemple the story for the young as the fueric like on the fueric like on the flev young comesses. It is the fuer like to fue the fuer of little girls the fuer of little

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Panela Oldfield never falls that low, I read her with only one rertainty: that because she has a lively approach to words and lileax, she might be enjoyed by a gurd many children. Her worst funk is face-dousness—hat she strikes me as being, as it were, fastidiously face-tinus, so that the worst of her is always turning litte the best of her. There is e stary, for example, about o fairy kingdom so far gone in dragonlessness that it has in listitute a "Save-a-Damsel Week". But it is, you see, because the young men ere grumbling about the "shortage of terrible danger"; and that's a nice phrase.

seamed to be acting like a pioneer in speaking out about home-school celationships. Yet hore is livey writing in 1908 that "the school of the futuce will have as one of its important duties the instruction of

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Importent duties the instruction of parents in the means uf assisting the child's natural learning in the home." Parents have an important pert to play in ensuring that the children hear more reeding than they do for themselves. "The car and not the eye is the nearest getewey to the child-soul." Children should read silently: theless, everything they should understand they should undecstand reading as with e sense that it be the getting end the giving of meaning, not just the eccurate noming of free trenslation of what stands thing is a something work

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Whether used by Itself initially, or es a phonic support to more general reading echemes, this compact programme will be found invaluable by the teacher wenting to be certoin that every child in the cless grespe ell the essential

First Reeding and Writing Peck

Single copies of the mein components of the scheme may be purchased as a

The First Reeding and Writing Book (paperback edition), The Practice Book. The Dictionary and The Wallcharts



Heinemann Educational Books 48 Charles Street, London W1X8AH

Marion Glastonbury on Leila Berg's new book

Do teachers cuddle?

Pamous People is a new series which explores the lives of scientists and inventors, writers and ertists, travellers and politicians who ore renowned, each in their different field, and whose lives will be of particular interest to children of about eight to ten years. The books concentrato ou the experiences unit achievements of the individual set firmly against the background of their own society. Each book is packed with lively full-colour illustrations and, where appropriate, contemporary photographs are used.





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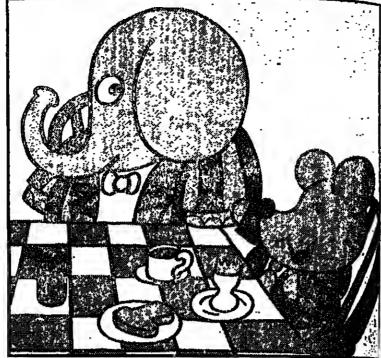


Mary Hoffman on readers

The immularies between school and home books for the younger age range are becoming blurred—and for n good reason. Far the must part, non-net educational texts ore difficult for purents to get hold of since only the rare bookseller will stock them. But where teaching or helping children to read is conrerned, selling to a wider market makes sense and publishers are aware of the implications of parents' concern for their children's literacy. Some renders have always bridged the traile/educational gap, but it is particularly noticeable now how many series have an inter-

but it is particularly noticefule now how many scries have an interchangeable air.

Pareots who are harrassed on the one hand by scares about falling stendards and daunted on the other by fears of using the "wrong" method need to be offered more guidence than a purchased to be offered t uldsuce than a numbered series. Accorded Educational have four Integer and Equicational have four large glossy horilbricks so fer in o scries called Sounds. A First Book of Sounds looks just like a conventional ABC, but the inside cover tells parents that it maes only "pure initial sounds" oud hos "a carefully controlled vocabulary." To the layers "The transment of the service of t lnry". To the layman, "The mon-ster is carrying the mermaid off ster is carrying the mermaid off to his misrblo mountain. A magician with his magic monkey makes a maze to muddle the mouster", sounds controlled only to the brink of hysteria, but a porent connot learn too soon that reading special-dats' jargon is not to be teken literably. Parents ere advised in this first book not to use capitel letters in writing out words for their chil-



Potto and Mouse from "Potto Tukes a Job."

evallable only non-net of 35p each.
These attractive storics feature a boy and his pet monkey and combine the best of old and new formulos. The plots are comfortably predictable, with a monkey-kicking henvy, benevolent ringmaster, fuiled bank raid and so on but the appearance is contemporary. The publishers give the rending age us seven to eight, with an interest age of seven to 12. If one follows the usual practice of the main character being about a year ahead of the middle school. But Stephanic Magee's illustrations suntly appradate him in his stitched denims (worn over yellow y-frants—Ms Magee is of silker for detail) yet make his classronm setting very much that of the sticking-mad-licking primary school.

If parents commt buy Remards for their middle school children they can get Words Your children Potto and Mouse from " Potta Tukes a Job

learn wor so on the lateral thereby. Parents ere advised in this firse book not to use capital letters in writing out words for their cilideren but it stays out of the arean on whether to use traditional letters may be a seem on whether to use traditional letters make or equoly mislanding planic labels for sounds.

If parents cround book of Sounds also the comment of the strong of the stay of the strong of the strong on whether the second book of Sounds also come of the strong published the strong published the strong published to the strong published

trinos, etc, repeat one sentence pattern per book, thus:

"I am in a boet/hus/berrel"
"Can you see my toes/tent/ teeth?"

Bacb booklet ends with e picture of a chirpy little animal holding up ecard with the eppropriate consonant and the rubric. "Con you say the sound?". One wonders whet the acceptable answer would be but in this case it seems a teacher's rether than e parent's problem, since these ere not trade books.

Not many graded series of readers are available to the general public, though some of them might usefully be, perticularly if the parent knows, eod minds, thet the school settled will be perticularly if the parent knows, eod minds, thet the school settled will be perticularly if the parent knows, eod minds, thet the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled will be perticularly if the parent knows, eod minds, the the school settled by Jess a Squirrel, no doubt turning less a Sq

a Berg evokes them to subtract her claim turt reading is afford the privilege of ringing make no reference to the experience of children's readers. Although an defend their venture by an experience of the subtraction of the privilege of ringing and harve. If the subtraction of the privilege of ringing and prove that the subtraction of e list of children's reoders. Although Longman defend their venture by saying "mony of the greatest works of children's literature are written in language and a form that makes them loaccessible to today's young reader", at leost fivo of the latest batch of 10 were not originally written for children at all. Robinson Crusoe, Jane Eyre, Three Adventures of Sherlock Holmes, Lord Jim were and are intended primarily for adults. As for King Arthur and The Knights of the Round Table, "simplified" from an unnamed source, it bears some traces of the author's having read Mnlory. Consequently, more than the language is simplified; characters, motivation, incidanta are bowdlerized and rendered crudsly inexplicable. Mr Rochester does not tell Jane, in the splendid scene after their aborted marriage, ebout his cominental mistresses, and her second offer, from St John Rivers, is weekened by the complete absence of Rosamond Oliver, the girl that Rivers loved. The fete of Tristram and Isolt (sic) is entirely incomprehensible:

"(King Mark) thench "Six Tabe"

Rendlege and Kegan Poul £2.75.

The second of the best and happlest ond best minists.

Lella Berg evokes them to substanliate her clusted from page 40

Rendlege and Kegan Poul £2.75.

In second reciprocity. The haby talks, and the child reads and writes when the intense impulse to communicate is welcomed end responded to. Literacy fullows naturally from a ledied to chers. There's an intense ere officed to some children, and confidence in the term "Received Irrangulation explicit to theres. There's an intense significance in the term "Received to some children, said administer, broadcast the news of the educated, when they legislate and administer, broadcast the news of complain to the manager. You may raise your voice if you are an intense and inquiring minds. Leila Berg a revokes them to substantiate her cluim that reading is continued from page 40

It as do neciprocity. The haby talks, and the child reads and writes when the intense to intense inpulse to communicate to the intense inpulse to communicate to children action of success of the large of the second of the best and happlest moders the self-second of the best and happlest moders find its. The pool of the best and happlest ond best minis."

Lella Berg evokes them to substantiate her claim that reading is a full afford the privilege of ringing to the privilege of ringing the form of the best and happlest on the full of the privilege of ringing to the privilege of ringing the privilege of ringing



The headteachers who first The headteachers who first sampled the Nipper series hardly knew which shocked them most: the depiction of a washing line hung over the stairs, the reference to no unpaid electricity bill, or "the ephalling use of the accusetive with the verh To Be—in "It's me". Often the teachers egreed that the same sentiments, language and mornl values were to be found in their district; God forbid that they should be ucknowledged: "Let us not descend completely to the not descend completely to the

In this context, snobbery calls liself discrimination and rejection considers itself refined. The hook condenus teochers who "give good and bad marks, not for school-work, but for lives."

Loila Borg writes as if the reader had said: "Don't tell mo; show me." This ouroblogrephical method

Leila Berg points out that reading is made difficult for many children hecauso the language of the school is not the vernacular, nor in the reality of their experience acceptable to the sneft.

The headtenches when the second is a several plifalls; most ore successfully avoided most of the time, it is slow; a flash of recognition, which could be instantaneously captured on film, takes n lot of words to reline.

It moy be smug, displaying a

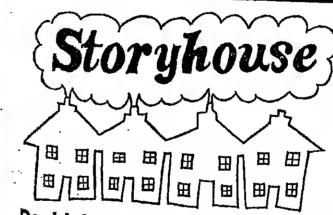
to relate.

It may be smug, displaying a sensitive soul surrounded by dolts and prudes. But Leila Berg's insights ore not narcissistic; they reveal end celebrate others, it may seem sentimental; the title alone will lave some reoders squirming with embarrassment. One chapter licaling osks "Do Teachers Cuddle?" at a time when reading skills are often narketed as if they enabled by plumbed into children liko washing machines. The apparatus includes Power Bullders, flow diagrams and continuous assessment; the aim is mass installation.

The prevailing taboo on tender-

The prevailing taboo on tender-ness, in Ian Surfie's plurase, is likely to be intensified during the current campaign to squeeze standerds out of us by tightened belts. Lelle Berg is a pessionetely fond grandmother who has much to say to enyone in entbority who "will not see, be-couse he doth not feel".

OXFORD educational



David Jackson and Dennis Pepper

liyou have only the last of your allocation money, buy theae, For here are editore who understand both the nature of harrallys and the kind of material that turns children who can tead into readera, The School Librarian

These four books ought to cause a stir to any place that has to do with the middle years of schooling, because they are very good indead, each one a house of coloured treasure. Times Educational Supplement

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LOUGHBOROUGH LEIGESTERSHIRE 11.3	meat not an alternative.	soma gredation within each section.	mathematical illiteracy should greatly decreased by this venture.



"I do and I understand"

John Hersee on teaching mathematics

them, and they appear at an interesting moment in the "Great Debate" be reminded that the teacher at his stuge ("she", not "he") is

I do and I understand"; bath in-

hapters surgeying the theoretical more familiar. background with reference in Piaget,

Maihematics for Schools. Edited by

H. Fletcher and A. Howell. Level Iwe. Spirit Duplicstor Masters.

Four Books, Addison-Wesley £5.00 each book.

Practice in Number. Books One and Two. By P. W. Cordin. Macmillan Education £4.95 each.

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Although five years separate the publication of these twa books (the first Is now reprinted), there are many similarities and links between one such source might well be such source might well be many similarities and links between one such source might well be Thyer and Maggs.

Here is a considerable collection for those concerned with the teach- of ideas and quite detailed sugges-ing of mathematics. It is salutory tions from which a teacher con to be reminded that the teacher at build up lessons and uniterials. be reminded that the teacher at his stuge ("she", not "he") is covered, but the huok presents a development of perhaps everything esponsible for the learning of the asic ideas an which the child's labuses far infant and lower junior future mathematics all depends, and schools. For each topic there is u that the basic mothematics which an adult needs for everyday living exemples and activities through almost ell encountered in the which the teacher cun present the iafunt school. Baoks thet will help work. Any teacher at this stage, teochers in their work with young by reference to the upproprinte section, will fluit suggestions in sufficient detail, which she can easily translate into classroom use.

Two points merit enmuent, While sist that there is more to be said, the render is reminded that a litre The tencher's task is to direct the is about 13 pints, all the pupils' child's work and to ensure that work is in merric units, and I the understanding is reinfarced with wander haw the children raps with the understanding is reinfarced with suitable practice. They agree that a variety of leaching styles should be used—class teaching, small group explanations, work enrds—since children learn in different ways, end different topics, or different stages in a topic, are best treated in an appropriate manner.

wander haw the children rups with mensures at school different from fram those in use at home and in the shops. It is also suggested that the idea of "mass" should be introduced at this stage; although the scheme, which the authors agree involved difficulties, is an doubt linsed on experience in the class-room, I woulder whether it is viable, even in un use when space travel is Joy Taylor hegins with four brief unaking the idea of weightlessness

Dienes, Lovall and others, fullowing up with a summory pointing out the practical implications. References are provided so that the reader can extend this background. Most of the rest of the book developes a teaching programme for the infant school with suggestions for approaches, muscrials and apparatus.

The author emphasizes that the It is interesting that in wither

tica in Number offers 24 sheets

They are designed to offer addition-

ul number practice for pupils work-

ot the end of the pad,

will find these spirit duplicolor mas used placing of the decimal point can suggest innovations and suggest innovations are suggest innovations.

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Users of Matheuntics for Schools forms are used, such os the contin-

ters a useful addition to the mater-lals already available in this prim-ary methematics series. Each pad series Number in Mothematics are

sequential nature of mathematics the corrientum and the tehe



Network Is a new cooperails

venture, produced for onxed ability

fulfillad, but any purchaser becomes

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While these sheets are only really The only difficulty with this it

nsable with the parent series, Proc. tica in Number offers 24 sheets spirit duplicators are not partie

ing through any junior or middle classes of middle schools. The sim

achool mathematics course. The exercises can be used separately to in the production of classroom

deal with individual difficulties, material, and to allow for modifica

sequentially in sets for ravision, or the end of the party of the end of

Unfariunately some outdated a "leapfrog group" member and

(two units per sheet) in each book, ularly attractive.

Wildlife

Rergman Sucksdorff.
A. and C. Black £2.75, 0 7136 1704 7 Joan Tamburrini on Piaget Heaver Year. By Irene Brady. Mucdonald and June's £2.50. 0 354 08003 2

These two introductions to notural history use simple stories and plenty which is at the root of the and modern it lebute.

I am left wandering who will be and the control of illustrations. The Magnifying Ghiss opens with Karl, o yaung Swedish eity boy, who goes to spend a country holiday with his grandfather. He finds a magnifying glass and uses it to observe the will be many other calls upoo it, the many other calls upoo it, the many other calls upoo it, they could be very valuable metallitile more thun dip had them, but it is hero that I would hope to state the cachers working from them to develop work for their classicon;

The text is clear and makes no attempt to farce interest by fussy teachers working from them to farce interest by fussy the could be work for their classicon;

The text is clear and makes no attempt to farce interest by fussy the could be work for their classicon;

The magnifying Ghiss opens with Karl, o yaung Swedish eity boy, who goes to spread at uses it to observe the widdlife oround him. Birds, small wait to be discovered, and taciful grandad intervenes with explanations. The text is clear and makes no attempt to farce interest by fussy plot ar cosy details. The limpid develop work for their classicon;

Within the complex edifice Piuget, Education and Teoching, By D. W. McNally.
The Harvester Press £2.95, 904025
04.7.
Piaget and his School. Edited by sents the theory in simple terms and his liberal use of examples

Piagel ond his School. Edited by Barbel Inhelder und Harold II.

readings. It is not an introductory text but is more suited to advanced students such as teachers reading for a higher degree or an advanced dhalana.

dluluma.
The first section of the book is

The state of the s

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General Editor TOM CORPE

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Henry Pluckrose on teaching theory

articlo on literacy in Southall, Dis-

with education, however, hos not

lay colooker, educationlets must sometimes appear as wild dogs who ferociously snap in every direction wbenever one of their number

barks. There seems no agreement

no consensus, no way ohead. For every "expert" who argues for one

approach 20 others, equally woll

qualified, spring up to suggest that 20 (or more) other ways would be

far more appropriate, effective and

Leorning In the Primary School and Task of the Teocher clearly lllustrate this curlous phenomenon. The authors of both books agree that educational principles have to be translated into effective educational action. At this point oil similarity eods.

thool action. At this point oil similarity eods,

The subheading of the book by Gordon Rao and W. McPhilling is a systematic opprourh." Teaching is an art, but improve the crufts-numbil is its central thesis. "First the teacher will decide what sha wants to achieve, second she will take action to ochieve it and then she will check to see whether it has been achieved." If, of course, education in a complex influstrial sociaty could be reduced to this hasic level there would be no problems in proporing young people for adulthood. Draw up a checklist and advence. But would the young mind, machine-like and unaffected by outside influence of home ond community, react to this zomble-like servicing? I doubt it. The problems we are facing in society are not going to be cosed by teachers applying (and I quote) Bloom'a Taxonomy (simplified version) or by baiog able to fall back on Ausubel's theory of forgetting when their tearbing acems to have falled. This is not to deny that psychology has a algulficant part to play in the professional training of teachers, but psychology will no more prevent classroom failure than regular serviolng will prevent our car breaking down in the middle of a journey.

Lorna Ridgivay's book, on the other hand, has a warm humanity

economically viable.

been caused by the press. To the

Instead of alchemy

enchantment (or sheer boredoan) the Primary School a title page

The grammarian's funeral?

Ralph Layender on English teaching

It must be a matter of despair for some teachers that however much difference between "two" and "to" ond "too", or exercises on fullstops and speech marks, they still do not get them correct in their own writing. Thera is now ecough cescarch available to us suggesting that formal grammar exercises do not enable children to write with greater grammatical correctness; some of the research actually suggests that these exercises make children loss ablo to write correctly and, of course, grammatical "rules" or not instance to the own the correction and of course, grammatical "rules" or not instance to grammatical correctness; some of the research actually suggests that these exercises make children loss ablo to write correctly and, of course, grammatical "rules" or not instance to grammatical gramm

Report concluded that "there was no effective correspondence between high scores in the grammar test nod improvement in writing". So it is staggering to find thet out of the 12 groups of books read for this review, half of them are course books which rely heavily on exercises concerned about proper sentence formation, punctuation, plurels, featuine forars, reported and direct speech, parts of speech, verb teages and accounted writing". In solution or written, is the sentence. Mastery of the sentence and direct speech, parts of speech, verb teages and accounted writing". Is it? Isn't have

concepts and hand-eya coordination. There is a great deal of calcuring and mapping to be done between one-to-six real-green-brown-orange-yellow-line cats-dogs-eggs-apples-houses-buses-cups. Later on, there is o purple girl and an arong bay; it is impossible to say why o child ahould care whether or not the yellow caw is falling. By book four A, however, some of the puzzles have become mora interesting.

Activity Worde, by Andrew

have become mora interesting.

Activity Worde, by Andrew Fergus, Book 5 (Hulton £1.60), Worde Around Yan by Kenneth Agar (Cossell 80p each) and Words for Taplee (Mocmillan 42p each) try to help children with the skills needed for the ubiquitous project books they make, such os "My Book

At each stage of

learning another block

locks into place,

providing our

children with the

solid foundation

skills that build the

important for

their future.

opening, a list of appropriate se some questions and sugged about practical and research with a book list in some call which book is centred on a there. Words for Topics is a series of tures with labelled objects on the Your Needs, or The Living Westiko Starters' disease. Sometric the effoct is confused by the in that the scene pictured continuous about processing the scene pictured continuous about processing the scene pictured continuous about processing the scene pictured the scene

There is a acnso here of while is like to a child to be alive in the world. Some of the pictures lead to cat, octing as a sort of Greek chards or "the bit of old blanker." The is no such sense present in itound English by R. Ridout and it itound English by R. Ridout and it itour (Longman 90p seed). The itour (Longman 90p seed). The reasoning test questions, short per sages with comprehension questions and things to flod out. Which book of the four contains the most question the four contains the most question that the contains the c of the four contains tinns is e moot point ba surprising, how meeting auch e de

There is at least one quita make able messaga, too. When the second oway, the mice will play; the make ing of this la that, when the months is the months in ing of this is that, when pupils per is out of the room tha pupils per is out of the room that pupils per is not the room that gamea, end the workers are the boss la eway. It is set the boss la eway. It is to wonder, when grammar is the with euch prescriptive and suiting material. It is amail wonder to work many children learn not to work the wonder. so many children learn some The in case they get it wrong. The lock Report thought that prisechools offend more than scenarios the unthinking us schools in the unthinking us euch books, and that single common way on them. schools in the unturning schools in the unturning extent classrooms may rely on them classrooms may rely on them oxient. This is a fartor Neville nett may bave or viooked to would deny that children may know the accepted gramms of the written is singlest tones each material as this gives to the control of the written is singlest to the serial insights and enable the generata language? That is givestion to be answared. In tence,

THE TIMES ROUCATIONAL SUPPLEMENT: 4129

that the scene pictured conti-notices onyway, such as a pic-use dipped headlights and of use dipped headights": sade: lohels pro not always legible & l lahel "seat" on no aeroplane?

Sheiln McCollagh's workbook had to go with her popular restrictions of the collagh's workbook had to go with her popular restrictions. Two Three and Available to the reading books of matched to the reading books of the manual. They routel a pleased reading material, es well as practical things like writing. There are not good suggestions: stick property. good suggestions: stick pupper a onake the people talk to ad onake the people talk is added that", concerting books and point and indictionaries, and holing at similarities between the add of words as well as their beginning. The toocher is enjoined to discuss the story characters with children to story characters with children to they noderstand that reading means bringing as mothing is at a No help is given with letter fers. It is not unscrambling jumidal sentences seems rather unscreams. sentences seems rather unnecession the context of the rest of the uniterial. But the drawings Eccles ore o customary delight. Like something dazzling from the

Like something dazzling from the dark comes Pictures and Conventions by Nora Wilkinson (Weitlook E4.45 each). The pictures an produced as mastor sheets ready is a spirit duplicator. Teachers note show how thoy have been designed as stimulus material for the development of children's language through talking, writing, drawing, building role-ploying and problems high for experimenting in droms, resument, rhythm and music; for experimenting in droms, resument, rhythm and music; for plaring colour, texture, shape the plaring colour, texture, shape the size; and for silmulating the language of feeling and preferent the books originated from a nesearch project, financed by the Loverholmo Trust, into the seed of deaf children during the easy years of schooling. Longuage is the use in modifier of emotion facilitation. years of schooling. Longuage is sense in modifier of emotion facilitate, sucial development. The introficion speaks of "the inefectives of presenting children with version lory and grammatical potents are less they provide a volicia for fill children themselves feel and the children themselves feel and the and would really like to say.

environment; were to conclude the language is a game, e rompetites between him and the mas who were tho book, to see who can calch a

Lorna Ridgway's book, on the other haod, has a warm humanly that Learning in the Primary School lacks. It is a book, es she expisios, about what Primary teachers do. Theory is two-dimensional, lacking the most sigolficant situational dynamic—the pupil. Action is thrae dimensional, involving teacher and taight with the corpus of knowledge and teaching theory." Teaching taught with the corpus of knowledge and teaching theory." Teaching involves contioual considered adjustment, not just to one child but to all the lodividuals that make up the class. It has a multi-dimensional aspect that we have, perhaps, too long Igoored. Lorna Ridgway aces the task of the teacher as embracing four male areas: teacher os learcer, teaching and learning, organization and management and the school's role within the community. It is a book for students and teachers and should be compulsory reading for all who regard modern methods as a soft option for lazy teachers.

In comperison with the two books discussed ebave, A Handbook of Resources is a lightweight popular, Michael Pollard, an educational journalist of considerable

Learning from lemonade

a girl setting op a stall from which she sells lemonade ta explain some basic economic terms. All are microeconomic, as they relate to the working of her firm, and to her relationships with customers, coupleyee and

Learning in the Primary School. Ily Gardon Rae and W. N. McPhilling.

Induder and Stonghton £3.25, 340 210370. £1.50, 210389.

Task of the Teocher in the Primary School. By Loran Ridgway.

Ward Lock Educational £5.95, 7062 3441 3. £3.25, 3442 1.

A Haodbook of Resources for Primary Schools. By Michael Pollord, Word Lock Educational £1.35, 7062 3503 7.

Tho Great Debate drags an. Freedom, discipline, structured learning, discovery method, parental participation, the role of the inspectorate, teaching styles are all issues which, over the past few months, have occupied considerable space in the popular press. Newsworthy these topics may be, but deep down, I suspect, most editors would rather features as bank rold in Mitchan or a suide do death in Ipswich then a learned article on hieracy in Southall. Discreptions are considered by the properties administered by the properties administered by the properties administered by the properties administered for the list feed and inspected, for the Environment of th sings with customers, employee and competitor.

The definitions ore clear and correct, and vividly illustrated by lively eartoons. (For a long time, whenever I hear of "talks breaking down", I will imagine an angry employee pouring lemonate over his

How to Turn Lemms into Money. By Louise Armstrong, Illustrated by Itill Busso.
Harcourt Brace Invanivited 13.30.
15 237250 4. £1.15. 15 237251 2.
This little hook uses the example of a girl setting on a still from which

My one reservation is that when the book deals with the firm's closing down in introduces terms, such os "liquidation of assets". which are in plaining at this level. Nevertheless, t would recommend the hoolinghy. It is on excellent introduction to the properties. floir to economics for seven to 14 year olds, and many older reoders will also learn from it.

Geoffrey Wood

In the field

Let's Investigate Wild Flowers. Let's Investigate Insects. Let'e investigate Birds. By Susan Black-Blackle 75p each.

whatsoever of the scheme for obtaining free admission for school parties to properties administered by the Department of the Environment, liaif way through Learning in the Primary School a title page island it is the ooly one I would result to have with me. These threu books, all soft hound, are well produced and ettractively libistrated. The 32 puges of each one are printed in two colours; black for short informative paragraphs, and red for questions and

things to do. The latter include a wide range of activities from a simple field or reference book study to making drawings, poems, cullections of specimens or making models in felt. Each book could be used by on enthusiestic toecher as a storting noint for enancouldil proby on entiusiestic toecher a storting point for open-ooded storting point for open-coded pro-jects covering a wide range of sub-jects in school. They ere all suit-uhle for judiors of seven to 10 years

Horold W. Ampletor

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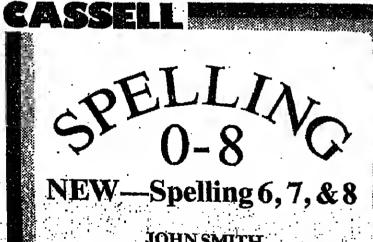
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Is there anything in the Idea that if o sterilized container filled with How To Doult books were rocketed

How To Dorlt books were rocketed to Alpha Centauri, same intelligent life form might glean more about us than if we sent some ballpoint pene, half a dozen vin rose and o set of pictures of United States Presidents?

At least the present selection of books shaws a healthy confidence that an earthly market exists, far on offer here is something for the rodifier and intellectual puzzler, something for the stooightforward madel maker, samething for the unimated film maker es well os same

felt.

In order to exomine the books in detail I asked my nine-yeor-old and to look at them with me, and the hardback Your Book of Secret Writing by Geaffrey Lamb intelgued as bath. As well as the verious methals af cucoding messages Mr Lamb includes some gaad histarical background which reinforces the idea that the code was a useful device. In this context this section on cadebreaking is apposite and the

Rosa Young on art and craft

Patterns and pictures



More modest in price are the two Carousel paperbacks by Peter Fuirhurst. The micraft mok attracted me, for there were 12 rodifier and intellectual puzzler, as the belief runging from about thing for the stooightforward madel maker, samething for the unimated film maker es well os samething far those keen on making nout of curtain fabric, stuffing and Mitchell's beautiful and legendary felt.

projects at the end of the book is seemed to after opportunity for if further stimuloting wark. Although my son liked the bnak he drew attention to the £2.30 price tag and cammented "If they'd maile a little paper back it, would have been better!"

More modest in price are the two Caronsel paperbacks by Peter two Caronsel paperbacks by Peter Beichnest. The migraft links in this country. Of the five books under alliscussion this one does depend on the enthusiast's passession of a capital item—a che canner with u single frome shunter release. The authors are animator who have produced work with economy in mind and their manual is elected and should make a good ceference book for a teacher wish.

vocabulary. For different ceasons I shured a little of his misgings for though the stuffed toys are spleudidly height and attractive and the instructions clear in both word and illugram I was not anticly convinced that the sections containing details of the real creatures accorded with the highly stylized models in the cultur plates.

Animal region

Child of the Camurgue 222 00493 2. Child of the Desert 004 94 0. By

World flock af Arts and Crafts for Children By Arnohl Acnold.
Macmillim 14.95. 333 21295 9.
Coloarceaft.
Seorch Press 14.25. 85532 363 9.
Fun with Art, By Tony Hurt.
Kaye and Ward 22.15. 7182 0097 7.
The teachers of other subjects it always seons that the act oud craft teacher has u comporativoly easy time. They auspect that oll he has to blo is provide the materiols and stand clear—but that is fac front true. Huw many other disciplines require the knowledge of so many different media, or an entire to be campetent in a multitude of craft sax well as being a master of crafts as well as being a master of drowing and psinting.

Arts and Crafts for Children lists 285 different activities and even su there are omissions. Nevertheless this is o very useful reference back which can be used as a precitaging they are not likely to genecate much can be used as a precitaging they are not likely to genecate much can be used as a precitaging litustrate the text, which includes the bisorical background to sepact to planting of "rightness" compositions are instinctively right as no provide the act of crafts as which, eithough the polity in the includes the sound of "rightness" compositions are instinctively right workmanlike terms which, eithough they are not likely to genecate much can be used as a precitaging litustrate the text, which includes the bisorical background to seech craft.

Naturalist's guide Harold Appleton

National Trust Nature Notebooks.
Flowers of the Hedgerow and Way-side 85122 118 1. Birds 119 X.
Edited by Joe Firman, Dinosouc 40p

These small books are intauded es pecsonel and pocket work-books; pages are provided for weather notes, and they ere lined and headed for date, time and place where specimens are found.

Flowers contains e labelled pleture of o dalsy plent and a cutaway pleture of o butterenp flower, naming the parts; there is also e glossery of teems. The other paics of pagas have two or these common waysido flowers cleorly illustrated on each with a short accompanying perograph describing the scent, the likely liabilet end times of flowering. The opposite paga of each pair is for the pupil's record. At the and of the book is a check list.

如此我们的我们就是我们的人,我们也没有我们的我们的我们的我们的我们的我们的我们的我们就是我们的我们的我们的,我们就会会会的人,我们也会会会会的人,我们们们的人们 Time, weather, heat and cold: science corner topics

children's ottention and interest

win the choice af the teacher. The four sides from Macdonald's Teachfour stiles from Macdonald's Teaching Printory Science series (thero are naw eight in print and saveral athers in preparation) serve to enhance the very high standard achieved in earlier examples. As in the case of the first twa titles re-

Teaching Primary Science: Fibres and Primary Science Fram Waod; Musical Instruments, Macdaeld Educational £1.50 each. Science Action Books 1 to 6; Science and Air; Science and Ilight; Science and Ilight; Science and Weather; Science and Plight; Science and Weather; Science and Movement. Hurt-Davis Educational 90p cach. Young Scientist's Bauk of Iteat and Coll.

Collins £1.95 each.

Viewed in the TES (20.2.1976) these of tractively praduced baals bear all the marks af a mart careful analysis at the needs af the situation. The lemmarks af a mart careful analysis af the needs af the situation. The Callege Curriculano Science Studies praject team, with the support and cucauragement of both the Nuffield Foundation and the Sacial Science and Weather; Science and Weather; Science and Movement.

Rescarch Cauncil, presents a series which is intended to "pravide support and guidance to students which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and cucauragement of both the Nuffield Foundation and the Sacial Science which is intended to "pravide support and the sciencific on errors there are to be action in the scientific on errors there are to be action in the scientific on errors and there are to be a directly (and encounagingly) in a praisewarily aneopt to enter the ca

The ideal hook far primary school science will vary occording to a momber af factars, of which the age and ability of the children, the teacher's own scientific background, and the way the back is intended to be used are but a few. There is a camplete absence of evidence as to the soct of hack which engages children's ottention and intense; and through which their discaveries may be made meaning-ful.

children's ottention and loterest most successfully, but in any case it would be asking a lot far any ane book ar series to fulfil all possible demands. For this reasan the proliferation af files in the field of science for the five to 13 range is to be welcomed. Nevertheless, for those teachers whose training in science has been sketchy the field of choice must be bewildering.

Here are threa sets of books which in a variety of ways seek to win the choice af the teacher. The four titles from Macdonald's Treat.

Iltronghout, a clear purpose is evident in all that is suggested (references to the objectives of Science 5/13 obound), but at the same time-there is plenty af opparing the part of both tencher and pupility for individual initiative on the part of both tencher and pupility destinated and active positions. Here is a compared to the objectives of Science 5/13 obound), but at the same time-there is plenty af opparing the part of both tencher and pupility for individual initiative on the part of both tencher and pupility destination. Here is plenty af opparing the part of both tencher and pupility destinated in all that is suggested (references to the objectives of Science 5/13 obound), but at the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher and pupility for individual initiative on the part of both tencher

To practice it would seem that few children (taking the turget age range as a whole) would be oble to pursue these topics without cather close supervision and support, end it might have been better to have recognized this and to have mode explicit reference to the teacher's function. It is a pity there is not index, especially since this is not compensated far by a detailed contents page.

There is prahably o place, even in these times of ecanonic stringency, for the glossy, stiff-overed has af which Colins Young Scientist series is an example. Written in o vigarous, samewhat jaurnalistic estyle and making sbundout use of coloured diagraous, pictures and photographs eccompanied by textual explanatian, these basks would look impressive and ettroctivo on the collassroam reference ahelves or in the sclence carner, inviting a quick sex in thraugh or o leisurely brawse. Earth of these two books cantains no lindax and is thus more helpful for children's own reference and infarmation retrieval purpases, it is perhaps inevitable that in topics so vas as "Hear" and "Cold", treatment of most issues is often superficial and explanatians are successful. The children's Book of the Encth.

Connic Strip facts

The Children's Book of the Encth.

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The Children's Book of the Seas.

The Children's Book of the Seas.

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The Children's Guides series.

A picture is not necessarily always better than 1,000 words; an sinost exclusively visual mode of presentation successful always and goalagy.

The Aridas is the odd one ant in this frio. In my view it takes en town with the series farmat and the result is messy and confusing rather than busy and linear and the result is messy and confusing rather than busy and linear and the result is messy and confusing rather than busy and linear and the result is messy and successful.

The Aridas is the odd one ant in this frio. In my view it takes en term up obscucing rather than busy and linear and the result is messy and confusing rather than busy and linear than the prop

Everyday science Peter Huw Morgan

If one saught twa wards to epitomise the impact of technology until popular imagination, "laser" said "pollution" would be obvious candidates. These books cut through the attendant mythology to present these topics to the younger render.

Mr Lyth mixes effective graphics and monochrome plates (a combination entimently suitable to the chinice of title) to examine the languer of sile) to examine the languer of sile) to examine the languer of sile) to examine the languer of sound text and well-reproduced base and references—the second exclusively the prectice of the unscrupulous, but rether the buck is shawn to stop at the family in the street and the local fectory. This one of possibly their perents as well.

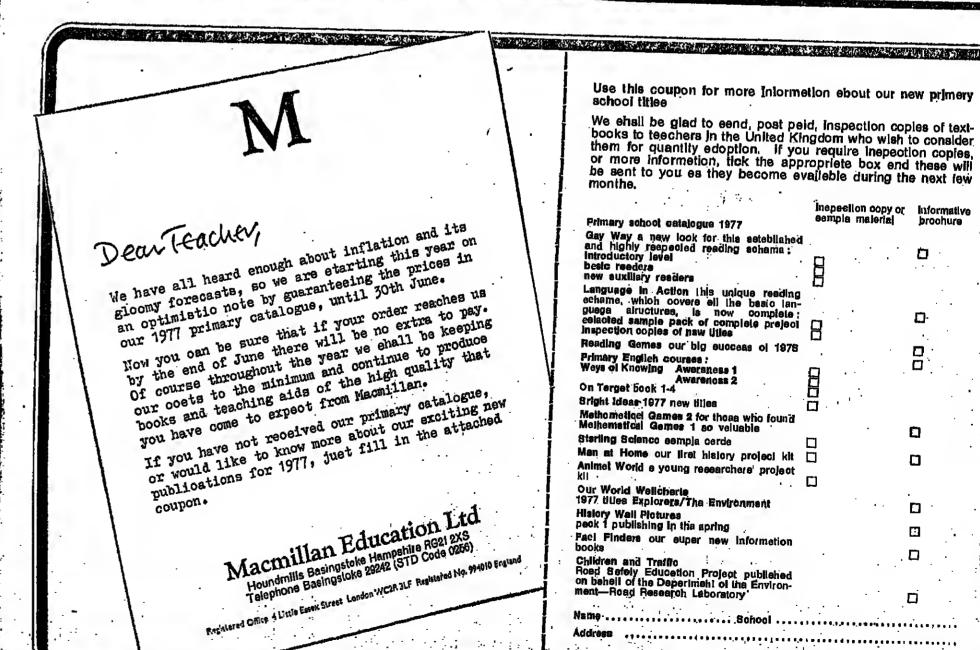
Science in Actian Series.
The Wac in Pallutian, By Mike Lyth.
Losers. By William Burcoughs.
Priory Press £3.25 euch.

In the Wac in Pallutian, By Mike Education lecturer, discusses intempts heing made to counter pallution ugainst the general background of conservation in resources.

pround of conservation of resources.

Dr Burraughs, who has researched laser applications, illustrates the rapid conception, development and exploitation of the laser principle with numerous monochrano plates and diograms. The less tangible ospects such as the remarkable conacity of loser light for information relay are well explained though the discussion of interference and holography could have used better diagrams.

Comic strip facts



Andrew Fergus

This attractive new primary English series brings n undern informal approach to language. It is built ornum 15-word units, which children explore, use, practise and enjoy—by means of puzzles, games, codes, anograms, jokes and diologue. Reading, writing, spoiling—all these are encouraged by the lively and active content of the work.

Each book offers a year's work in one-hour lessons but they can be adjusted to lit differing time-slnts. The six hooks cover the ege-range 6-12. Work is graded so that pupils can if necessary work at their nwn pace. The series gradually builds up a wide vecobulary and a fluency with words. Grammar und punctuation are introduced, in a functional, informal way. Verbs are 'doing words' and the 'belongs to mark' makes it easy to use the apostrophe. Comprehension and creative writing feature strongly in the series.

ACTIVITY WORDS has a ricor undorn layout, well designed with mony photographs and amusing drawings. The colourful pages, with their large, legible type, have a zest and appeal that capture children's interest.

Bnok 1 (nges 6-7) £1.10 Book 2 (ages 7-8) £1.30 Buok 3 (ages 8-9) £1.30

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Art, Handicrafts and Technical Brawing Books and Equipment for Narsery Schools

Remedial Education

Laps of honour

Virginia Makins

In all the demands made on primary teachers, one of the trickiest is that they should provide, for 30 or more phildren, the kind of warm, ensy introduction to hooks that is noticially boil on in literate homes. But (leaving aside the difficulties of this line and the between the primary and the content of lividing nue lan between so many) f teachers were in read the kinds of things those literate mothers are forced into, parents might well rise

Something people tend to forget, in discussions of young children's reading, is that they like quite north picture "books", and like to hear them "read" nver and over and nver again. Their favourites are the Mathercare rotalogue, Why Every Adult should Apply for a Barchaycard or (in over-privileged homes) the annual report of Consolidated Goldfields.

Perhaps the best bet of all is a funty book. My Unclo Podger, adminally adapted by Wollaco Tripp from Jerome K. Jerome's Three Men in a Boot (Dent £2.25, 460) Men in n Boot (Dent £2.25, 460 05782 6) is very finney indeed, and n good shortish length. Uncle Podn good stortish tength. Othere rouger is determined to hang a picture on a wall by himself, and after con-aiderable turmoil for his whole Edwardian household, ho achieves

Jerome K. Jerome's muscular prose stonds a lot of re-reading, if the children demand it: "And he twok the rule, ond re-mossurent, and found that he wanted half thirty one and three eighths inches from the corner, and tried to do it in his head, ond went mud. And we oll tried to do it in our heads, ond all arrived at different results, and succeed at any constant of the corner, and tried to do it in our heads, ond all arrived at different results, and succeed at any constant of the corner, and tried to do it in our heads, ond all arrived at different results, and succeed at any constant of the corner, and tried to do it in our heads, ond all arrived at different results, and succeed at any constant of the corner, and the draw-lines of a wlater in Cuntaily in the thirties—beading free would, making un lee horkey link, chasing chickens in the snow.

Kurelek is n modern primitive painter who has had considerable success in North America, and the processor in North America, and the lines—results had a little satisfied by the corner, and tried to do it in the snow.

But even o second-heat Scurs is witty and inventire, and the draw-lines—results had a little spine. all nrrived at difforent results, and

belger—and the strangeness period setting. Wallace the period setting. Wallace ipp's pictures are a triumph—as

funny as the text.

Leaving two other fun broks to the end—it would be unfoir to stand everyday children's writers against

Leaving two other fan brooks to the end—it would be unfolt to stand everyday children's writers against Jernate—onother entogory of picture books for reading than are thuse which are enjayable in themselves, but ulso provide a basis for discussion or school wark.

Books with a moral are and passibility. Papo Pottovs Special Duy, adapting Italian Christians with a moral are and passibility. Papo Pottovs Special Duy, adapting Italian Christians with a moral are and passibility. Papo Pottovs Special Duy, adapting Italian Christians pictaros by Nathalio Vilnia. Fainus a shoenaker with hors a write saying Christ will pass by his hanse the nost day—but he must keep a careful watch. You con gluess the rest—Panov helps a poor rod-avecnor, and vagront mother and child, but feels very disoppolated until two vice explains that helping poor peoplo is helping Christ.

For those who prefer morals without any specific realigion attached, Horton Hears a Who (Collins £2.25, 00 183750 8). It consists of the consists of the proposal a person, no matter how amoil."

It know excellent pictures of give with the Pollutions, in low for must libration librations [juke in low provided a basis for must know must librate being what he work with the must keep a careful watch. You con gluess the nost day—but he must keep a careful watch. You con gluess a most certainly too long and ton the rest.—Panov helps a poor rod-aveceptor, and vagront mother and child, but feels very disoppolated until the voice explains that helping poor peoplo is helping Christ.

For those who prefer morals without any specific realgion attached, Horton Hears a Who (Collins £2.25, 00 183750 8). It consists of the provided shape pets in order to force the King to give work is A Prairie Boy's in a provided shape pets in order to force the King to give with the work of some provided shape pets in the Italian Robot with the provided provided which might he work which might he who which might he work which might he who with moral and provided provided provided provided

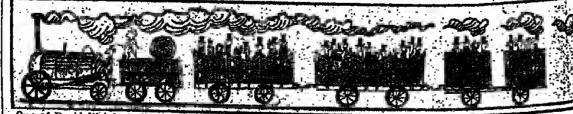
But even o second-hest Sens is witty and inventire, and the draw-lings — particularly the expressions of poor Hortun, successing kingarous, sadistic mankeys and tesperate of the second second

nppenl to.
Matteo, by Fions French (Oxford C.3.25. 19 279713 1) is a much Whos-are oll that Senss fans would expect.

The Wamp World by Hill Peet (Andre Deutsch £2,25, 23, 06737 0) is a modern morelity tale alout ecology and all that. Wamps are fulsy herbivorous creatures whose brusher offor. The short text is a story about a sculptor in Reads sauce Plurence. But here the pletures are everything—every page is brilliant colour, in crude posiche of Renal source style painting. The first import is terrific, and even it peoreful ourid is invided by Pulla-tions. It has excellent pictures of space-ago tochnological harrors, and it does not stand anich re-reading (or looking at), it might well leterest some ulder juniors la liding unt more about art oad life styles in the Italion Romaissance.

Finally, the two everyday fur inneks which might suit a whole about the Moneleys ON.

Information—this way and that



Tha Barth. By Patrick Moora.

Tha Barth. By Patrick Moora.

First Man on Earth. First Life on Barth. By Ceellia Hiode. Growbog Plonts. By Allon Paterson, Moving Machines, By Denis Wrigloy, Building a House, By Denis Wrigloy, Building a House, By Tool Goffe. Gorden Birds, By Joe Firmin.

Transworld Wonder Why Books.

Tha only things that those books bave in common ere the aeriea titla, page size and price. Four of the titlos will be useful additions to the information sholves of the school

The control David Wrigley's illustrations for Moving Machines'.

Building a House is assontially and powerful and so did the owners of steamships."

Building a House is assontially and production and content if it is in the information sholves of the school

Birst Life, First Men, Grow and and humour the pictures manion and humour the pictures are undoubtedly funny, but I am are undoubtedly funny, are undoubted

King of the castle

Peter Fanning on more picture books

Once there was a the wha promised he would never chop onyone's head off. By Michael Rasen. Illustrated by Eathy Henderson. Illustrated whistle made of slippery due and by Kuthy Henderson, Andre Deutsch £1,00, 233 96688 9,

Two hundred Rahblis, By Lonzo Anderson, Illustrated by Adrience World's Work £2.90, 437 23100 3.

Baron Banleaxe and the Magic Car-pet. By Michael Stringer, Text by ent £2.50, 460 06753 2,

Burbara Cooney. Dent £295, 460 06765 6.

world is hather in rose and purple thirs, os the three little girls and kings. "Once there was a king who promised he would never chop anyone's head off". He was mostly dressed (to quote from his portrait) in copica of the latest Court Circular pages. His convices too relied heavily for their outre on journolistic the corridors of the palace were odorned with quototions from the lands of the backhearted bully lures two Arabinn princes, young look by Max Bolliger. The Boron is after their maneybags, but the courtiors' faces are hideously bulbous, like himself Stringer's bilaring that the substraint of the palace were of the palace of the palace were of the palace of the palace

in o Cottage by a Wood whistle made of slippery cluc, and 199 well-drilled rabbits. The twohonolredth rabbit is the storyteller, whose sudden appearance from behind the throne changes the regal scowls to cheers. The pic-When the Sky is like Lace, By Eli. thres show Disneyesque water-nor Lander Horowitz, Hinstrated by colour characters and 10 score of colour characters and 10 score of bumptions burnies.

Incidentally, you should not ever talk to a rabbit, or for that matter to a kissing gourami on a binations ofthe When the Sky is Like Luce. Eligor Lander Horowitz never ex-

Dent 12.50, 460 06753 2.

The King is undead. Long live the King. Without all those custles and coronels and contests to win the hand of the Invely princess, the poor woodcutter's youngest sun would have bod to settle far the girl next door, without oil the eruthe and silk.

Mind you, there are klugs and kings. "Once there was a king who promised he would never chon anyone's head off". He was mostly dressed (to quote from his portrait) in copies of the latest Court Circular.

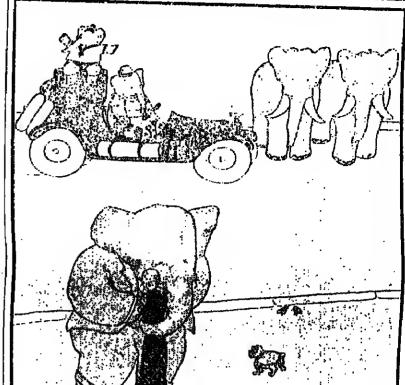
Elitor Lander Ibrowitz never explains why. It is simply part of the latest Court Circular. The sample is simply part of the sample part in such a volume. The the rules—like "Wearing authing part in such a volume. The the rules—like "Wearing authing by Crow, stopped Witch Dole from alsoppropriating Bluebird's wond-most the "Mexican Hat Dance" and the smalls sulk undor the cinnamic of the small sulk low Rot, nided by Crow, stopped Witch Dole from alsoppropriating Bluebird's wond-most the small sulk undor the cinnamic of the small such a volume. The the rules—like had by Crow, stopped Witch Dole from alsoppropriating Bluebird's wond-most the small sulk undor the cinnamic of the small shop to the said part of the small shop properties in the rules—like "Mexican Hat Lander Ibrower extends the rules—like "Mexican Hat Dance" and the small shop to the cinnamic of the latest court in the rules—like Lander Ibrower extends the rules—like "Mexican Hat Dance" and the small shop was small by Crow, stopped Witch Dole from alsoppropriating Bluebird's wond-most the small shop to the cinnamic by Crow, stopped Witch Dole from isoppropriating Bluebird's wond-most the small shop to the cinnamic by Crow, stopped Witch Dole from isoppropriating Bluebird's wond-most Egg, is reolly a complement to the small shop had by Crow, stopped Witch Dole from isoppropriating Bluebird's wond-most Egg, is reolly a complement to the small shop had by Crow, stopped Witc

Fantastic creatures

Martin Booth

Rutsmagic, By Wayne Antierson, Cape £2.50, 224 01227 4. A Winter Story, By Max Bolliger, Kestrel Books £2.95, 7226, 5295 X. The Maggle B. By Irene Haus, Collins £2.95, 00 195525 X. Prickly Pig. By Gillian McChire, Dentsch £2.50, 233 96790 X.

Rotsmagic, die story of which told by Christopher Logue, is a superbly Illustrated picturebook, eleven inches square, showing a standard of imaginative draughtingar



"... Bubur kissed his old friend goodbye. If he had not been so surry to lenve her he would have been delighted to go home. He provised to come back to her, and never to forget her."

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Interesting the principle of the princip

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WHEATON

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Audrey Laski on story books

Whel Happened at Rita's Purty. Kestrel Books £1.10. 7226 51317. The Burge Children. By Helen Cress- of life, berely notlecable.

White Lion £2.25. 85686 270 3. Mr Pettlgrew and the Bell-Ringers. Thornkill Press £1.50. 904110 281.

The Forbidden Bridge and Jaoile's Discovery. By Betty Rolend. Bodley Heed £2.25. 370 11022 G. Stronger in the Storm. By Chorles Paul May. Illustroted by Victor

Abelard-Schumann £1.10. 200 72141 0 72142 9. lssi's Mingic Tonle. By Kelth Chut-Heipemunu £2,50, 434 94239 1.

Dr Johnson thought young children should be given tales of giouts and minds", rather then storica of everyiloy life; madern wrltera for the under tens scem to waver e little uncertainly about the amount of commonplace reality that is accept-

The youngest back in this group, What Happened of Rita's Party, is solidly based in the world of aimple pleasores and pains: the ring at the doorbell that always turns out to be another gnest, not the eagerly expected Aunt Agnes with the cake -until at last it Is Aunt Agues, ond the cake is pink end white, the best for the best party. What makes this pretty, simple book important for the adult reader is thet the sixyeer-old heroine is clearly West birtbday cake in the whole world,

six-year-old renders this is a fact

While in that book belonging is taken for granted, in The Burge Children it has to be worked for. Billy and Betsey Moon are more strange to the pupils of their first school than meny ethnically different children might be because they have lived all their lives on a berge. In the first of the tive stories, now ent children might be because they and in consequence there are all reprinted in one volume, Jamie in kinds of obvious things they don't nearly killed by a tealn, in the know. On the other hand, there account he olmost loses his cherished know. On the other hand, there are things they do know that the town children dan't, and drough Helen Cresswell uses a slightly ntelodramatic rescue from drowning (alrades of Angela Brazil) in consolidare their position in the school, the fundemental utessage, that different people have different contrihutions to make to the richness of "to stretch their little life, is o good one, engagingly ex-

> Mr Pettigrew and the Belf-Ringers presents a world almost without strangers, the kind of quiet ruml hackienter George Eliot and Thomos Hardy used to establish as the background to o govel. The third of n series about a gentle but strong-minded clergyman, it develops n simple series of prablema about the church bells—first industrial diffi-culties with the ringers, and ot last the mojor disaster of a cracked bell, with the extra difficulty of tactfully persuading the outsider, Cyrus Hiram Fuschbender III, the Amori-

Indian, and her friends clearly an innoensely ethnically mixed group: that reader dearly hopes that for ghosts. It is any for children who want with adventure, but will have many pleasures for rhose who have quiet needs—not lenst Toffee Saunders's charming illustrationa.

A remote countryside is the Australian outback of The Forbidden Bridge and Jamie's Discovery where Junie, living with his nucle's family because his father is dead, has to establish himself as ald dng Fran, and discovers a murvel-lans set of cave pularings. Again the stories are basically about be-longing and, though some of the situations will be unfamiliar, the loneliness of a small buy in unformiline territory comes neross clearly. Another reprint, Stronger in the

Storm recalls a remoter time as well as u strunge place: the buckwoods of North America in the days when slaves were on the run from the South. This is a particularly attractive story, in which city girl and country girl grow to friendship through abominable weather, and they and the real stranger, the runawny slove, protect each other ngoinst snow, hunger and hunters. The separate immoturities and pre-judices of Rhoda and Adella are benutifully presented, and snapense well sustained throughout the short space of the tale.

Finally, the complete departure from realism. With the everydoy family, the Martins, lives the Panda Issl Noha, not only, like Pool or Paddington, a tnikbig beer, but olso one with supernatural powers, though powers which depend entirely on n ect of magic numeric agunre cords. Issi's magic gets him and the Martins line all sorta of difficulties, but there is general relief when at the end-lie has acquired a fresh set of eards. This is a pleasum mixture of famasy and humour, cyan if it comes a little lote in the day; for children who have roud their Nesbit, Milne and Bond till the covers drou off, the arrival of Issi Noho must have been

Ingredients Cecilia Gordon

See How It's Motle. Sel 2 t Cun end Saucer. Her of Chocolale. Knives and Forks. A Motorway. A

These little books—reelly stiffened pompblets—will be bright odditions to the topic tabla. The coloured illustrations which fill four fifths of Illustrations which fill four fifths of each page are olmost cartoon-like, unfussy, and confined to essontial details. There is nothing in the background to distract the child's eye. The text consists of a single large-print sentence below each picture, mostly within infant understanding if not elways at a sultable low reoding age. Discussion with an edult will be needed, because the sontences are so brief and because there is often an assumption of bockground knowledge which only o very exceptionel child will have.

The first page of each booklet

The first page of each booklet corries coptioned pictures which purport to make clear the technical purport to make clear the technical terms used. It is o pity that the motorwey erigioeer looks like u surveyor, end that aome terms and processas are nowhare ejucidated. There is no clua to whet "nibs" are in The Bar of Chorolata. "Plans uredrown". In Tha Moterwap, is illustrated by curiously designed plans baaring little resemblence to motorways. In The Television Programma, "The video-tape is edited" bas a plotter of fureo people apparently looking at photographs. In this booklet "It is very hot under the strong lights in the atudio" seems to hove been included only to make up the 16 pages; hut this is a rare slip from factual relevance.

One could not recommend these books for iodividual use by young children, but in the clessroom they

Rhymetime Wes Magee on poetry

Ten und a Hulf. Complled by Geoffrey Pulmer and Noel Lloyd.

Frederick Warne 60µ each. Enm Stew. Edited by Patricia Kestrel £3.95, 7226 5169 4.

to their poetry lists have two faces.

Poetry for whilts, generally, does nor pay. Publishers wear a frown, and maintain a short list. Paetry for children is enother motter. It sells, and even frosty-faced publishers bronk into caller. lishers brenk into smlles

The teacher, gnivking at the mass of publishers' catalogues littering bis desk, struggles through the lists trying to decide what to select from the farest of anthologies. Further additions seem unnecessary, yet they proliferate year by year.

A muted cheer, however, for three new poetry onthologies appearing on the market; Eight and a Holf Nine and a Holf, and Ten and a Holf. No problem hore for the teacher searching for noctry books for children in certain oge groups. Will they be able to read the stuff? The answer lies in the titles.

The broks-large formut, 64 pages, two-tone illustrations—are uncluttered, and each prom has generous allocation of space adds to the "unseen space" left by pacts la their poems, as merchaned by Charles Causley in his introduction to the Puffla Book of Magic Verse. There is a satisfactory mixture of nucient and modern; Tennyson and Clifford Dyment, Clure and Jantes Recyes, Years and James Klokup (elthough Kirkup is over-represen-

The price is right, and I would gladly have a squad of these banks The illustrations are competent, without ever reaching that visual standard we have grown accustomed to in many contemporary publica-

Emu Stew is a book to be killed hy. Tappling from a high shelf in the library it could do damage to the unwary browser. It is big, bulky, and rather old-fashioned when sur almastide today's slim,

The stew hislde is atterly Austra-The slew histide is afterly Australlan. There is a strong tang of
the outhock, the diago, and
aborighms legends. I searched
through this mixtore of stories and
poems for a mention of Harry
McKenzie. Not a sign of Bazza;
kids' stuff. Children seorching for
the Emu fanous for attacking
Michael Parklusun will be similarly
disappointed.

Getting about in towns. By Puul White.

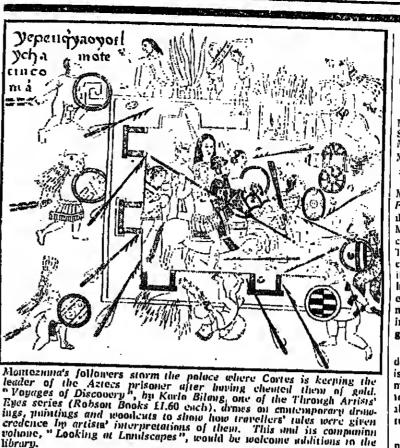
A. and C. Illack £1.75. 7136 1691 1.

Tills history of lown trunsport is pncked with excellent photographs, nostalgin-jerking to adults whu remember trolley-buses and trunsered transformers of the private intolorist; if only the tubes had been built with partialled tracks for expulled tracks for expulsions and problems. If the private intolorist is the private intolorist; if only the tubes had been not the private intolorist. If only the tubes had been not built with partialled tracks for expulsions. The text sets out clearly successive axporlments and problems, and catalogues that reasons (ulmost always financial) why what

But what a history of lost oppur- ners.

Rolph Lavender is an inspector of printary education for the county of Essex.

author of many books for children printage of Essex.



leader of the Azters prisoner after having cheuted them of gold.

"Voyages of Discovery", by Karlo Bilang, one of the Through Artists'
Eyes series (Robson Books £1.60 each), draws on emtemporary drawings, paintings and woodcuts to show how travellers' tales were given volume, "Looking at Lambscapes", would be welcome additions to the library.

Heures de loisir?

Philip Lewis

Les Albums du Père Castor. Sim-plified by John Watson. Harrep £2.75. 245 52980 2. Amusez-vous Bien! By Basil Cocker and Generlève Miller. Hodder and Stoughtun 35µ. 340 19034 5.

The National Foundation for Educational Research estimated in a recent report that more than 4,500 of the 23,000 primary schools in England and Wales teach French. It is to be hoped that the teaching of a foreign language at primary school level will not be one of the casualiles of the current educational expenditure cuts, despire the reservations in the NFER study about

casuallies of the current educational expenditure cuts, despire the reservations in the NFER study about the advisability of younger children learning foreign language skills.

Anbody hos achieved greater success with young learners than Joho Watson, who has now purduced simplified versions of six of the popular Pire Castor stories for French, children. This hardhack edilion is expensive, but the lavishity calonered illustrations are an excellent complement to the toxt. Words and pictures are an arronged that each poge is an entity. The skilfful tenether will first persuade the children to produce their own reodering of the story by questioning them about the illustrations prior to guiding them through the text. Each story is preceded by a detailed vocebulary listing all but the simplest words, Little gremmotical knowledge is required es the entences, in their adapted form, are both short and without syntactical difficulty. The almplification has been effected without detriment to the cover.

Labourers in the vineyard

Kathleen Gibberd on Bible stories

rerentian of the significant dialogue and much-loved onematopoeic
phrases. Those will be fortunate
pupils whose school can afford to
issue Les Alhams du Père Custor
to a whole class. For the budgetconscious thia ountibus volume is
ideal for the library or as a prize.
The question of expense does not

joint outhors have produced what is in effect e skeleion workbook to be completed and illustrated by the individual pupil. There is promise here of much fulfilment as well es learning, subject only to the proviso that the user has a modicum of inlent for colouring and demands and control public to the proviso that the user has a modicum of inlent for colouring and demands.

Past people Christopher Schenk

Macdonald Famous Peuple: Shakespeare, Marca Polo, Garibabil, Marle Curie. Macdonald Educational \$1.60 cach.

Macdonald have lannched their Fomous people series with two studdard heroes-Shukespeare and Marco Polo, and two less obvious choices-Marie Curie and Caribaldi The louis are attractive with a clear text in large print and column illustrations on every page. These, however, rury, from well-reproduced contemporory paintings, through a number of reosonable but uniusulring illustrations, to some that ere gaudy and ugly.

The slouplified index nod list of dotes given at the end of each hook porticularly aseful. It was ununimusly commended by the children whom I showed the books und divided help them to tlevelou study velmiques.

An interesting feature of the laynut is the wny in which the text is occasionally superimposed on the pletures; but in Alarco Polo this has several times been done on a dark background, making the writing difficult to decipher, particular larly for poorer readers. Indeed Marco Polo is the least successful of the four. The text is at times obscure and the style is often patronizing and unnervingly scuttered with exclonation marks !

The other threa books were conscious this omnibus volume is ideal for the library or as a prize.

Tha question of expense does not erise with Amusez-vous Bien! The joint outhors have produced what is in effect a skeleton workbook to be completed and illustrated by the individual pupil. There is promise here of much fulfilment as well as learning, subject only to the proviso that the user line a modicum of talent for colouring and dirmwing and can write neatly in

comprehensible to most upper juniora. Inevitably this entails e cortoin oversimplification. Garlbald's objectives oro nevor questioned, so his political opponents aro necessarily given short shrift.

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Poems for Writing BY SHEILA M. LANE AND MARION KEMP

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98p esch limp; 48 pages

Teechers who are familiar with the author's earlier series, Towards Creative Writing, will need no introduction to this one—a similar silmulue to imaginative children's writing, but in the form of poetry rather than prose. Again there are two books---Book 1 for Lower Juniors, Book 2 for Upper Juniors.

Eech book consists of twenty themee in double spreads. Each theme begins with a poem which has been specially chosen because it is well-known, or ol considerable literary merit, or beceuse it will extend the child's reservoir of language or provide e stepping etone to idees. Then there is e picture, usually a photograph, to further extend the idee or chenge its direction. The photographs have been choeen to allow for a second look at the theme or extension of it. By thinking about the pictures and perhape compering them with the original poems, children cen often gain deeper ineights into the poems themselves before sterting their own writing.

Other books by Lane and Kemp Include: a Lenguage Development Programme (4 books)

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BLACKIE & SON LTD BISHOPBRIGGS, Glasgow G64 2NZ Television Programme. A Glass Jug. Macmillan Education £1.95 the set. 333-19016 5.

fut collection of poems written by rhibbre attending Upwood County Printery School, Combridgeshire. Ethward Storey, who visited the school under the Writers in Schools scheme, complaints so interesting interesting and indeed be really An Anthology of Poetry is the poems, mostly short, ore strong our rather forbidding title given to u description and imagery.

Spike Milligum's "The Land of The Itombly Dao" where "you con high leman pie at the Zoo" and "They give away Foxeshin little l'ink Boxes" is one of the

perses in "Rhyme Time", o col-

lection by Burbara Ireson for

known channesters and poets like

James Reeres, Edward Lear ond

Churb's Causley are represented as well as many uthers lesser

Handing (Heaver 60p).

Cabs, trams, buses and cars

This history of lown trunsport is proceed with excellent photographs, nostalgin-jerking to adults white remember trolley-buses and trunspervent horse buses—hut perhaps no more evecultor to five to 10-year-olds that the drawings of sedan chairs and eorly cabriolets. Childer ren will novertheless undoubtedly be fescinoted; town trousport is an absorbing subject for a library raference book.

But what a history of lost oppur-

Among contributors to the Extra:

Mery Hoffmen is the author of Reoding, Writing and Relevance published by Hodder and Stoughton. Marlon Glestoobury is one of the contributors to Writers, Critics and Californ published by Heinemann Educational.

Hanry Pluckrose is the headmaster of Prior Weston School and the School Mathematics Project.

The Shepherds find a king. Where's that boy? Who's my friend? God eares for everybody everywhere. We couldn't be bothered. Jesua goes out to dioner. Ralobow books. 15-16 adapted by Pemela Egan, 17-20 odapted by Alon T. Dale.

Church Information Office 25- 15.

to didn't be bothered. Jesua goes out to didnor. Ralobow books. 15-16 adapted by Pemela Egan, 17-20 odapted by Alon T. Dale.
Church Information Office 25p each. Great Chemplons of the Bible. Great Adventures of the Bible. By Chris Spencer.
Lion Publishing £1.25 each.

Bolh theae sets of books (the first alx for infanta and tha next two for juniors) bave an immediacy that is lacking in many religious books for children. Adults as well as younger readers will be carried along by the marrative—yet thesa are not just Bible stories retoid in modern idiom with a moral underlining.

Alen Dele'a Jasus goes out to dinner thou arter some converting a sent some conversation about the universality of divine care. This prepares the way for some understending of the Kingdom of Heeven as a place (or more correctly a state of mind) where all own fill was at the correctly a state of more down not marter mora than merch and a state occupying enemy, cennot be excluded simply on national end political grounds. When reed carefully this little book could give a colld the first inking of the meaning of tick Kingdom of Heeven at the heart of the Christien message.

The Reinbow books contain New Testiment stories in lustrated in the large the read along by the bright colours end primitive style that smell children like, and the universality of Mighty soldier? Who, ma? House of the Universality of the univers

Dephne Waugh

lilustrated by Glennis Allison A now series of six amusing little stories for private or supplementary reading by the 6 to 8 group. Striking Iwo-colour illustrations and a laxt of only

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HAVERING

Listening and learning

Margaret Spencer

Australian Council for Educational Research \$8.50, \$5563 149 X

Developments in Early Childhood Education. By Junet Lancaster and John Gaunt. Opan Books £1.75, 7291 0022 7.

the whirligig of practice and preaching, teachers oro adjured or shamed into reading the latest wisdom in paperbacks. These two books are typical bistences of just how donoring an undortaking this can be, and between them they go far in explain. Now no one sits down with a report of this kind expecting to be

reactions concerning the development of listening skills, and the extent to which these skills are actually thought in the primary remails. Accordingly six sets of questions were sent to schools elected by a systematic sampling are and so that the teochers could repurt on their background and required the they considered to the chorsecristics of good leading skills. isseners, whot they did to develop isceners, whot they did to develop interesting skills, the materials, the charging closs-the outset the very assumptions and evaluative processing the writers about the challenge of the charging closs-the outset the writers about the challenge of the charging closs-the outset the writers about the challenge of the charging closs-the outset the writers about the challenge of the charging closs-the outset the writers about the challenge of the charging closs-the outset the writers about the challenge of the charging closs-the outset the charging closs-the outset the charging closs-the outset the writers and controlled the charging closs-the outset the writers and controlled the charging closs-the outset the charge of the charging closs-the outset the writers and controlled the charge of th

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Listening in the Primary School. By sinus arrived at. The overall results of American surveys (not include the fact that there is a tendered in the Australian short deacy to anderestimate the importance of the fact that there is a tenderestimate the importance of the fact that the fact that the fact that the fact that the include the fact that the include the fact that there is a tenderestimate the fact that the fact t dency in underestimate the hupor-ance of listening as a means of listening in the primary school and part of the normal work of the that provision for the teaching of classroom and in association with noise levels in most classrooms deliberate strategies may be remake listening difficult. While near quired for it cannot be assumed chers know that listening is lowerd-ant and ore "fairly realistic in their approaches to the problem of listening in "schools", They may "fail to use planned approaches" and the "approach of teachers to present the "second the "approach of teachers to present the property of the prope and the "approach of teachers to the teaching of listening is probally not as professional as it should be". What teachers actually in is never quite spelled out.

cessful practice are received with a splitting photographed typescript. But the kind of weary scopticism.

Listening in the Primary School poses most problems for the reader. It is no account of an Australian investigation into the teaching of the readers' industrialing of listening, where listening is taken to neon "the skills required in noder-standing spoken language". The researchers made a notionwide survey of the views and practices of Anstralian teachers concerning the department of liceology skills and

To make profitable use of this diagnostic and evaluative proce-dures used.

The book sets out in exhaustive detail how the sampling was done,

the data collected and the conclus 10.19-10.21) which examine the listening could be improved and the other learning experiences. But

The publishers of Open Banks are nothing if not up in date, and been him in the problem of the best of the best of the best of the latest materials and findings, sensitive areas of debate and a wide The children are fully in the centre of the picture as the authors show how current ideologies are ent-bodied in urganization and pra-vision. But the very compendious-ness of these 12 chapters makes this unother kind of douting read. Their very care, concern, interest and callghtenment has been packed tagether with factual information, historical, social, governmental, into a kind of educational prose paste which reads like the best IRId

chers, but also integrate the school into the responsibilities of the parents and the community. They understond both the stimplus and a mature realism. This book shows a greater understanding of children's language than the Australian one tive ucilrities are as anod us their practical udvice on the use of the

It is difficult for on inexperiences tencher in come to terms with all of this unless there is a clear valce in the text. Here the semi-official tone I the prose in the bulk of the book only the references to actual situaions and children change it) drowns he individual author. The render eels that smoothing good is about a be discussed whon the next table us to be covered, and personal conviction gives way to generalized summery of molerial that can be found elsewhere but hos to be here

Just as the authors seem to he

Ask me another

Gerald Haigh on quizzes

One of any pulitically conscious with questions like "Who colleagues holds than quizzes are middle-class things, "like wine-making and hexagonal paving slabs." Time into Mistermial or Brain of Britain in a rounful of thrusting young professionals and thrusting young professionals and thought 2 " is not included. (Go on them, who was Al then, who was Like the professionals and then, who was Like the professionals and then, who was Like the professionals and then, who was Like the professions like "Who was Al then, who was Like the professions are professional to the professions and the prestions like "Who was Like the professions like "Who was the wife of Sir Seymour was the wife of Sir Seymour thicks?" cashes in mightly 90 the most algarithm was the wife of Sir Seymour thicks? " cashes in mightly 90 the most algarithm was the wife of Sir Seymour thicks?" cashes in mightly 90 the most algarithm. the while company will develop a then, who was he?) terrible twitching neurosis, brought on by trying to show off in an massoming manner. To be fair, not all these books

are as carnest as you might fear, although at least one of Gyles Crandreth's afferings will make you think you have ancenthed a reprint of the bock pages of the Boys Own Paper. A child who followed religiously his Fan and followed religiously his Fan and followed religiously his Fan and some of those school levelory well writers. Games for Every Day of the Year (Hudder and Stoughton 45p) would sum possess—unlong many other objects, arcane skills and attributes questionable relevance — two riniature gardens (one Japanese). a drip and blow picture, a spinning rop, a pupper made out of pennits, a crumb sweeper, a collection of crazy lines and a daisy chain. Los of the suggestions are good though, and the book might make a regular informal moment in the classroom

folchpotch and The Royal Quiz Book (Carmsel 45p each) are a hij ordinary, and you constantly wonder as you read whether he is really on terms with his young ndience. Hotchpotck, incidentally, contains the celebrated limerick,

Animal Qulz by Johany Morris Hamlyn Stipt and What's the Answer thamlyn Sopt may fill a current of the library but the teather will not find much in them to laspire him. Secret Codes by Falcon Travis (Hadder and Staughton 50p), however, could provide the basis of

Of The Puffin Book of Brain trasers by Eric Emmet (65p), my nine-year-old daughter writes that it is "suitable for elever children and adults"—with which humble fullgment I can only concur.

The star of this little lot-judged so by my juniur panel, too-is Jennifer Curry's Pleasure Trore (Hamlyn 55p). I used it to entertain a closs of eight-year-olds for a whole hour and there was pleny more to came. The highlight was the measuring of our reaction lines, during which netivity, I might say, the classroom resembled the Odesa Steps sequence in The Battleship Potemkin. Miss Curry has given us an impretentions and tasteful collection of writings and acdylder.

contains the celebrated limerick.

"There was a young man of Devizes", although in Brandreth's version it is his ears which are of different sizes.

Significantly, his hest affering here—in partnership with Cyril Fletcher—is not really for children at all. The Generation Quiz Book (Formana 60pt, investigating.

History through imagination

Jessica Saraga

luagining the past is the first of the two vital processes of history— imagining and unalysing. Together the two shunds add up to understanding. In the early years of school listory it is imagination rather than analysis which lends in be emphasized, partly because it does not require the mastery of complicated chains of events, and partly becouse of his inne immediate uppenl; we live in the whilde of the evidence. It is not too difficult to siluuloje children's

Imagining the Pust 1-6. By Philip Sanvain.

Mucmillan 45p each gestions for further work of the end with the particular aim of reaching the value and use of evidence. Thus the concern with imagination is with imagination. inspired reconstruction on the firm basis of unterial fact. The principal technique is to use photographs of places, sites and buildings side by side with artists' impressions of bow each units have looked at the time in meetion.

A frequent criticism by teachers of books, for this level is that diey contain a mish-much of Illustrations without details of sources or locations, or even of whother pictures. Just as the authors seem to he ahout to engage with the readers in a wey that would produce essecietes, apprentices and successors to a splendld tradition in English education of the very young or to time when this good practice is most at risk, the blonket of official prose covers them. The book shool not perish for wont of readers: it is iverify winnowing.

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ond concise.

It is perhaps out a good time to be producing social history topic. buoks for the 10 m 14 range; there.

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EDUCATION DEPARTMENT **TEMPORARY TEACHING**

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Applications are invited from suitably qualified and exparianced teachers for a number of lamporary vecencies which will be evaluate in Birmingham Primery Schools for the Summer Term 1977. Thase vacencies will exist for ona term only, i.e. from 19th April, 1977 to 31el Auguet, 1977, and tha mejorify will be in INFANTS Schools, although a few Junior taachers may be considered. Interested candidates should sand e stamped eddressad envatope to obtain an application form

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Orchard County Junior School Weter Lene, Dibden Purlleu, Southampton (No. on Roll 380)

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Knights Enivem Infent School King Arthurs Way, Andover Group 4 School

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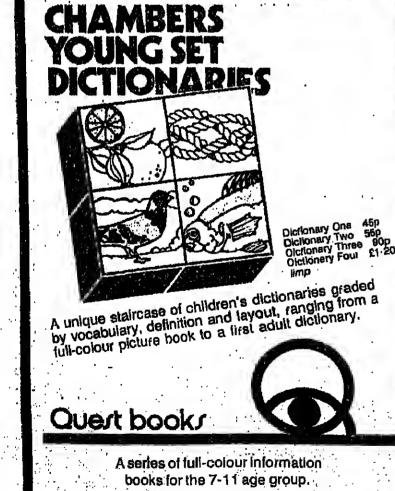
Raquired for 28th April, 1977. Stampad addressed anvelope to Haad for defalls.

Holbury County Junior School Whitefield Roed, Fawley, Southampton, **SO4 1HW**

(No, on Roll 445) YEAR CO-ORDINATOR AND CONSULTANT FOR

ENVIRONMENTAL STUDIES Scale 3 Required for April, 1077.

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Forthcoming titles

The Jalmon . The dolphin . Spices £1-40 net each

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Carole Lax on Nippers

zestful pictore of Grendad ("My to relect the one most likely to relect the voice of dissent. A continuous and his covirous—chips, cat (becutifully drawn), neighbours n'all.

Like Grandod's Clock, Dad's Pic, by Helen Solomoo; captures perfectly locale, personality, and escepada. The hogining is simple onough: "Lest night it reined ond the wind biew hard. It blew lots of green apples off our trea. Mum seut os out to pick tham up this morning." From this, there is the weaving of the tale of gatting bleck berries to go with the apples, for a pia, for Dad, blackherries from tha lene, for Mum, but then (oaturally enough) there was the hedge; The hedge was thick with black herries. Thoro, they hung, joicy Gliroy. See these Nippers: respond to them os you will.

Macmillan Edocation have recently published more Nippers. They are climbed over the gote.

Sorprisingly good with lively people and lots of action. Leila Berg, in Grandod's Clock (30p), creates a zestful pictore of Grandod ("My to relace the volce of dissent. A concept in the producing social mistory bucks for the 10 to 14 range; there bucks for the 10

COPPER AND OTHER MINITUTE THE VICAR IN SEA BOOTS
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Scele 2 and above

Heads of Department

Other Posts on

Mathematics

Scale 1 Posts

Other Posts on

Science

Other Poets on

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Technical Studies

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Physical Education

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HOUNSLOW London Corouph of DUCATION COMMITTER

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SOUTHVILLE INFANTS' SCHOOL Ordinat Lane, Politiam, Middlessx TW14 ONP lleadmiatrose; Mrs. J. 8. M. McCowell Regulard Ca soon as possible: NFANT TEACHELI required for school with structured represent one traditional mothods. Sympothy with current re-appration of discip-ling ead expectancy of high work standerds esbentist.

Appurants are wricome to visit he school prior to supplying, by ppotations with the licedintstrass, alephone No.: 01-890 d746.

CAMBRIDGESHIRE

Warden

The Post of

Bassingbourn Village College

of this Villege College becomes vacent on 1 September, 1977, on the relirement of the present

The Village College provides e Community Canire for

the aurrounding stea, ee well es a Comprehensive School for pupile of 11-18. The Warden, in Eddillon

to having responsibilities as Head of the School, will be in charge of Community scilvities within the College, a responsibility recognized by an allowance of £1,008 a year at present.

The Bohool (Burnhem Group 8) is in pleasant rure

Further details and forms of application may be obtained from the Santor Area Education Officer, Shire Hall, Cembridge CB3 (AP (S.A.E.), is whom they should be returned by 28 February.

f. Required for the commencement of the Autumn Tarm,

Applications are invited from suitably qualified teachers let the post of HEAO TEACHOR of the above-named school.

Applicants should be experienced in Nursery/Intent Education. The school occupies a new open pien building.

Application forms for the above poet are evallable on receipt of a stemped addressed enverepe from the Oksator of Educatios, Education Department Hesidquarters, Pibwrlwyd, Cormerthen, to be talurned and later than Mosday, 28th Fabruary, 1977.

Applications are invited from outlably quelified factors to teach MATHEMATICS. A Soule 1 post. The work wifl be mainly with furior and middle achool.

Applications for this post should be made by letter, giving details of qualifications experience, logether with the names and addresses of two relates, and sent to the headtecher at the school by Monday, 21st Fabruary, 1977.

Interest in extra-curricular activities cheuld be atstad.

Cassasing of members, sither directly or indirectly, will disqualify, HENRY D. THOUAS, Oliroctor of Education, Education Papariment Hendquarters, Piburlwyd, Cerminitien.

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NEYLAND C.P. INFANT SCHOOL

2. Required for Summer Term, 1977.

(Oroup 4—approx. 154 pupils plus 40 nursery shildren)

PEMBROKE SCHOOL (1,720 Mixed)

EDUCATION

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All the property of the proper

LIN**COL**NS**HIR** B ASSISTANT FEACHER HUTTERWICK V.A. PHIMAOY

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SHROPSINE EOUCATION COMMITTEE BURCHLEY PINST SCHOOL Application forms land slamped addressed snysjope sysjeble from Cfully Education Officer, Shire Hall Alboy Porspale, Shrewabury Salon.

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SUTTON SUTTON 'HIGH SCHOOL FOR CHILS OF D.S.T. So Charm Road, Sutton, Surrey Wanted for Senismbar Lynko, TEA.

wanted for Sopiember, junior TEA-CHIER for Sopiember, junior TEA-CHIER for hime to 10 year-olds. OENERAL FORM SUBJECTS with special interest is MATHEMATICS. Ability to teach imple; Fresch a recommendation, The junior peri of the school kerrs is toped louch with the senior school and there is svery changes to this peri in gene-nal school interests beyond the form commitments. TRAFFORD Metropolitan Bardugh of

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WEST SUSSEX SHUTHEIN AIRA
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posts in Primary Schools for Septourbor 1977. A general application will be a cossed for all leachers intensted such posts whenever a vocal occurs in this area. Furms from Area Educollot Officer, 7 Clausel Road, Worthing, on receipt of a stanged addressed toolscap onvelope, roturnable to this affice.

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Appointments in Scotland

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Middle Sphool Education

Headships

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(Oroup 5)

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STAFFOROSHIRE EOUCATION COMMITTEE FENKRIOOE MICOLE SCHOOL . Taddoaley Hoad, Penkridge,

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Remedial Posts

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SECONDARY Headships

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Secondary Education

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WILTSHIRE OFUL 12, N.O.R. 1,500 HEADTEACHER required fac Closing date 28th February, Further details and applica-jon forms from Chief Educa-tion Officer, County Hall, Towbridge, BA14 BJD. Enclosing stamped addressed

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Deputy Headships Senior Masters/ Matressas

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THE TIMES EDUCATIONAL SUPPLEMENT 11.2.77

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DONCASTER EQUICATION COMMITTEE IIIINGERRILL SCHOOL Nungarhii Lene, Franihotpa, Doncaser DN 21/2 Telnohmo: Doncaser Bessi 1 172 to 16 Comprohensiva Myed) Ncadmasisc: T. Hughas, S.A. Required for Geplembec frequired for deplomber, 1777: HEAD of UPPER SCHOOL BINIOR Teacher Scele.

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BOUTHING HIGH SCHOOL Southcharth Runleyard Southcharth Runleyard Southcharn-Sea (Rull 7d7) Tolephone: Southond 688852

DEPUTY ITEAO Cooulied for this four-form entry Olris' Grammar genod; with Sixth Form of 170. on retirement of present holder of the post since who are the post since the post since the dates with the post of the po

HAMPSHIRE RAMPATINE,
RISHOP CHALLONER SCHOOL
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(Comprehensive, R.C. Velunters
Aided, Group & Richeel
Regulated for Resilember 1977,
BETAIND MISTRINES MASTER (Respectabilities will include girls) wel-

HAMPSHIRE KING EDWARO VI SCHOOL Kollet Road, Scuthampion (Veluniery Aldod Grammar chool, 735 boys, 240 is the Stain Form) Applications are invited for the peal of DEPUTY NEAO. Group 11 from the 1st September, 1977.
Full particulars may be obtained from the Headmanter. Mc C. Oobeea. The closing date for receint of applications, which should jactude jumes and addresses of two referees, is Monday, February 28, 1977.

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THE TOYNING SCHOOL
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LEICESTERSHIRE LOOF STRUCKLING KIRNOCHIN

Head: Mr. II II. 8101 SECTION MASTER, MISlights will involve responsibility to girls, evenight of the leading of the distribution of the street, and involve education and development of Marf.

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BURSHAM SCALES, GROUP 11.
Plus LORDOM ALLOWARICE (402 Plus ANIIVAL SUPPLEMENT 1312 Plus SOCIAL PRIORITY PLLOWARICE 520) or 1276.

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NORTHAMPTONSHIRE

Ranied accommedation may be available dirough the local District

Closing date: 25th February

Application forms and further deutits from County Education Officer (tto). DL., Northampion Iloino, Northampion, NM 201X (stamped addressed on volupo).

NOTTINGHAMSHIRE

COUNTY COUNCIL FOUCATION DEPARTMENT

Applications ore invited from suitably quelified TEACHERS fee the following post:—

OROVS COMPREHENSIVE
ECHOOL
London Road, Now Beiderten
Newark Notlinghausbire
Nit. 1 36.
Itcelmaster: I. N. Holes, B.A.
Hivet 1, 102 (11-18)

I'nr Beplember, DEPILY MISTHESA or Seeder MASTAIL I de Autre main canangenem Jake in lila fully davoloped schoel. Flexibility of nulloch, ndaptability, cood restionable veltapupils and stoff are assential. Further delaile from Ifeadmaster.

Applications (no forms) to the leadmistic, with names of two referees, as soon as

NOTTINGHAMSHIRE

COUNTY COUNCIL

MAYWOOO COMPRENGUSIVE

2 dwards Lane, Sherwood Notlinghem, NGS 312 Headmistess, Mrs. F. 8. Wells Mused, 1,170, 11 to 18 (rising to 1,270)

For Seniambor. Senior TEACHER required to act as fifth-year Tutor, to be an charge of extornal examination administrator of C.G.B., and G.S.E. Sende, and school listaon with Purrier Education and Sixth Form Collegos.

DAVUUTRY SOLUMINION rka Rond, Southbrook Cainta WARREN FARM SCHOOL Applications are invited from antiobly qualified und experienced
TLACILITIES for the post of SICONR
MASTELL MISTIRES COUP 111
log oppoinment from Sustamber
1777. (Group 10)

Dulwich Road, Kingstanding, B44 0EW Applications ere invited for the post of Onveniry Southbreek to a Co-educational comprehensive school 11-18 years with oppreximately 1.0-2 pupils on roll. The during on roll. The during of the successful repulsem will include a responsi-billy for Euriculum Ouvelenment. **HEAD OF UPPER SCHOOL**

Sanior Teacher Scale £4,368-£5,940 plus £312 plus S.P. eltowance at the above nemed echool the Summer Term 1977. The person appointed will be responsible for the organization of examination

COMPREHENSIVE SCHOOLS

Deputy Headships

FOREST GATE SCHOOL

Forest St., London E7 0HR Rolt 1,048 Co-aducational

Auplication forms and further datells ora oblainable from the undereigned.

Education Offices, Breadway.

Straters E16 48H.

J. S. Wilkie, M.A., Ph.O. Officer of Education.

LONDON S BOROUGH OF NEWHAM

courses, end the general administration of the Upper School, Futther perticulers mey be obtained from the Heed designate, Mr. A. M. Wickslead, Cookshut Hill School, Yardly, B26 2HX and applications should be sent lo him by Friday, 18th Februery, 1877.

expenses. BIRMINGHAM CITY COUNCIL



NORFOLK COUNTY COUNCIL

Education Department

HEWETT SCHOOL, Cool Road, Norwich NR1 2PL

Headmester : Dr. W. Roy, B.So. (Econ.), C.B.E. Appointment of Head of Middle School

SENIOR TEACHER (GROUP 13)

Applications are invited from experienced teachers for the ebove poat involving organisation and dey to day control of 600 pupils (age range 13-15 years) and

control of 600 pupils (age tange 13-15 years) and forty teachers.

The Hewett Comprehensive School was formed by the emalgamation of the Hawett Grammor end two Lakenham Secondery Schools and operales as a Lower, Middle and Upper School on the earne sile.

For epplication forms end delells please apply to the Headmaster at the school, anclosing a stamped, self-addressed foolsoep envelope.

If an ecknowledgment of the completed application form is required, then this must be accompanied by a further esti-addressed atemped anvelops.

(Previous epplicants need not re-apply as their applications will be reconsidered).

Leicestershire LOUGHBOROUGH BURLEIGH COMMUNITY COLLEGE

(A Leicestershire Plan 14-18 Upper School and Community College).

GROUP 14 (PLUS AODITIONAL 21,115 FOR COLLEGE AND BOAROING RESPONSIBILITIES)

PRINCIPAL required January, 1978, for this well established co-educational upper school (1,407 pupils) and Community College. The post offers fine opportunities for someone with enthusisam, ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of the individual student. The College has an excellent recursition vacancy due to resident of the present

reputation. Vacancy due to retirement of the present Defells on request (stemped addressed envalope).

Apply (no forms) with full perfoulars, and names and addresses of two releves to the Director of Education, County Half, Glentield, Leicester, LE3 SRP, by 1st March.

BWALE OTVISION CROUNNE SOUTH HIGH

SITEMORDUINE SOUTH HIGH RCHOOL ORAD, SHIRMROSTER, KEN COMMINION MASTER! PERIOD HEAT SENIOR MASTER! PROBLEM HIGH SCHOOL OF SHIRMS AS THE MASTER OF SHIRMS O

TUNSRIOOB WELLS DIVISION .

NOTTINGHAMSHIRE COUNTY COUNCIL BOUGATION DEPARTMENT Applications are invited from autably qualified TEACHERS for the following post:--

lmed, 1.120, 11 to 16) For Sapismbec, upon Mrs. E. C. Bidnes or estimated in the control of the control Applications (no forms) to the Headmaster, with mames of two referest, as soon as pos-sible.

POWYS COUNTY COUNCIL MAPSYOO ERWEN COMPREHENSIVE SCHOOL Yairedgynisis
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Required for 1st September 1977 a qualified DEPT 1971 and 1971 an

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For Purifier Information seems Secondary Schools, Technical Study, Secondary Secondary

BUILDING OF AN CHMPREHENSRE

Charnilli Way, Ethurton, Physical Hospitrod for Beldember, 1977

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HAIN'I I'HANCIS SCHOOL FOR

HOYS Heaminger, Dorme DYN ANY ART TEACHER required, See Jon Edwordsonant under SPECIAL De-

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SHIPWAY OIVISION

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ROTHERHAM MODERAL OF EDUCATION COMPRESSINSIVI.

Required for Sentembor: — PROUND DEPUTY READ 'CLA-LIER, Drope 10. The vacancy prises from the re-treament of the present County lead Toucher. The successful palicant will be a normber of he pluraling and management lean vith academic, passors paid com-ounal responsibilities. unai respontabilités.
Closing dals : 4th March, 1977.
Application forms evaluable from a Fernal pai Recrudiment Officer
attention Diffest. Municipal
Machine 2121 oxionsion 3501.

TATE OF THE STREET oli 680

Candidates should have opero-priate careers nad/or counselling qualifications and experience.

SECONDARY

Walsall Metropolitan Borough

The Governors of this Volusiary Aided C.E. School toyle applic

1. Head of Physics, Scale 3, which will be vacent from 1st Mey, 1977. The teacher appointed will work wintin the Science Department end should be able to 'participate in all aspects of Science teaching including integrated Science in the Lower School with particular responsibility for 'O and 'A' (eval examination work in Physics.

2. Assistant fegohar, Scale I. in the Remedial Copartment.

3. Assistant feecher, Scale I. In the Gesign Coperiment with special reference to Needlework where examination work is undottaken to C.S.E., 'O' and 'A' level.

Applications profesably from communicants should be sent

Required as soon as possible :--New built open-plan school. Apprenimetaly 80 pupils.

Application forms from the Head Teacher to whom they should

ASSISTANT TEACHERS

REQUIRED. AT

Idioro monu (1977; Iguired Seplember 1977; BOYS' PHYSICAL BOUCATION Specialist, Scale 1, la Sola davaloping department. College Issavare victioms

Coundon Court Mixed Comprehensive Sphool.

TECHNICAL STUDIES, Scale 1—Woodwork and Metalwork 10 A level in large department.
 ENGLISH, Scale 1—experienced leacher for temperary and term appointment.

Einesford Grange School and Community College (Social Priority School) (1,200 on roll)

Princethorpe Way New 8 F.E. esfeblishment pigesently eited in city eutskirte.

PHYSICS, Scale 1.
 HOME ECONOMICS, Scale 1. Open stan testilities.
 Home Economics A level feeching, community work and spoul an adventees.

College (pavers walcome to apply

Whitley Abbey Mixed Complehensive School;

Required Easter 1277:
MODERN LANGUAGES, Scala 1 or 2 las susteble applicant.
Blue Coel C.E. Mixed Comprehensive School.

Golloge seavers were mine to be a special of the season of

appry. Teacher to join expanding TECHNICAL STHOLES department. A design approach to being developed in all gapacie of lechnical work. Links with other subjects expouraged. Goels 2 for outlab , qualified and expectenced condidate, bel collego leavers welcoms to apply.

Assistent Tuecher, Scale I, lean fasching situation.

CITY OF COVENTRY

Serr's Hill Mixed Comprehensive School,

Radford Road (745 on roll)

Required September 1877:

Abbey Road (1,640 on roll)

Required September 1277. ENOLISH, Spale 1. College Meyers welcome to supry

Terry Road (950 on roll)

Education Committee

airmingham Strest, Walsail

SPECIAL SCHOOLS

Old Hall Opecial School,

Bentley Lane, Lodge Ferm, Willenhall

alus Coel C.E. Comprehensive School,

DCATION CHAIMFINE HISLYN HAY HILL SCHOOL Tedan Road, Chestyn Hoy, Walkell
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Remedial Posts

Heads of Department BEHFORDSHIRE COUCATION SERVER

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SANDWELL

SUTTON

Bullon, Surray (Roll 610)

Scale 1 Posts

DERRYSHIRE

Turnside Avenue, Abnordbuty, Huddrestud (pr. 1989). But 1996 for Easter, 1977, TEA-1311, Beade 2, to be abromit to inneedial Department, and a form titler to a lower band third year form, read-matter for teaching the EAGLISH and MATHEMATHER; and the rest of the timopole belon made of principal English reaching to small groups of first and abecome year public on a willsdrawal lasts.

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rod for Summer Form 1971:

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London Horough of a SUTTON WISE HIGH SCHOOL

Headmaster, Mr. B. If, Grata.

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BEDFORDSHISE

SOUTHEUN AREA LEALANDS HIOH SCHOOL Sundon Park Soad, Luten LUS 3A4 .U.S. SA(. loadmaalor : Mr. R. II. Elita, D.A. Jequired for Sopiember 1977, firad of Romerial, Devartment, Scalo The ecoe of responsibility would stend from the organization of invitual remodist programmes to am toxicity with licals pupils in 2015 1 And 5. yools -) And 5.

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LEICESTERSHIRE ABINGTON HIGH SCHOOL Joington Magna, Joington Magna, In the Lairestorshire Plan for the Organization of Sciendary Junetion.

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NOTTINGILAMSHIRE EDUCATION DEPARTMENT Applications are invited from suitably analytical TEARTHORS for the followise position ASSEDIT WILLIAMELI
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For Laster, (IEAD of Special Fearming Problems Department (Scale 2 and Special Class Allowatro). Further desilts artifolio from Headmonter. (Joshus dolls: Jillin Paulucy).

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KENT COUNTY COUNCIL EDUCATION DEPARTMENT

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MAIDSTONE DIVISION

Art and Design

By Subject

Classification

Heads of Department KINGSPRIODE ACHODL AND" Kingsley Road (Comprehensive; cooducations); roll 1,140;

1.140; Required September, 1977, HEAO OF ART Scale 5; is organize and shere the fracting of art throughout the school to 1 A lovel.

Application forms and further details from Hoadmistres, returnable by February 23, 1977. ESSEX

ST. MARK'S R.C. COMPHENENSIVE SCHOOL Tripion Road, Harlow Holl: 700; Tel: Harlow 11267 ILEAO DE ART & CHAIT Scala 3. Experienced TEA.
CHER with ability to each act all lovals. Excellent to each to each act all lovals. Excellent to each the stacking of spottory motor from the stacking of spottory all correspond and support and thousand rough and act to each application forms and rupher particulars may be obserted from the though of the School to Witcom Compiliary application forms should be returned.

ISLE OF WIGHT COUNTY COUNCIL
LEGINA HIGH SCHOOL

Applications are invited for the lel-lawing posin;— IIIAO of l'ACTULTY GI' CHEATIVE ARTH 18cale di, Itequired for September, 1977. September, 1977.
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It is expected that the appointed will be on experienced ten ber win too some the property of the property of the property of the school curriculum.

The factally will be builted in a purpose built building with will be ready for exception in September, 1978. sing date: l'ebruary 25, 1977,

LEICESTERSHIHE THE HEATHAMP COLLINE Indige Way, Dadby, Nr. Lukester (Roll : 1,200) HEAD OF DESIGN

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NEWHAM Lundon Horwigh of v Trias III (1900 8131610) Troyning Hoad, Mailur Park, Andon E12 of P Rolf: 1,270 co-ubica (1904) Hendlaacher;
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Other Posts on Scale 2 and above

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The art Debardment is part of a force of the part of t AICT Required April or Sentember TEACHER of All! to Lake clience of department.

Scale 1 Posts

AEDFORDSHIRE EDUCATION SERVICE NORTHERN AREA WYDDTON UPPER SCHOOL [[all End Road, Woollon. (all End Road, Wootlon, louterthairs Dequired for September, 1977, a TEACHER 18-cale It of Aft' und DESIGN, at lide develouing rurni Upper School which received its Grat thinks at 15+ in 1975. Whiling and solid to perficipe in all aspects of the University of the GERKSHIRE

MAIDEN ERLEGII

COMPIRMEMBNUT SCHOOL

EArley Reading

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For April 10 tesch Aff to all levels

including

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Lodging allowareo und remonal

execuses schemes in operation.

Apply by lefter to the foradmentar

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specified areas. Please quote ref.

WE 1536, this give the names of

two professional referrer.

Cosing data: 21 Tebruary.

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COUNTY COUNCIL

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FOR THE COUNCIL SECONDARY ombnied Scale 1 Posts

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Other Posts on Scale 2 and above

BEXLEY
London Borough of London Lo

Classics

Scale 1 Posts GLOUCESTERSHIRE

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> CHANNEL ISLANDS VICTORIA COLLEGE JERSEY

REQUIRED FOR SEPTEMBER 1977 TO TEACH

FRENCH

up to 'O' level and possibly beyond. German or Latin as a second language would be welcome.

Selery: Burnham Scale 1.

Further details from the Headmaster, Telephone : Monday to Friday, Office hours only, 9.00 to 5.00, (Jersey (0534) 37591) LIVERPOOL

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EAST SUSSEX UPLANTS CO-IMUNITY COLULIE Wadhurs Braufrud Sopiember 1977 a TEA-LHER OF TRENCH at the rural initial comprehensive school with 650 pupils god 11 to 16. A lan-bition laboratory in evalubit. interest in European Studios an Schoole of relocation grants availnibo in oppoved cases, lucifier delatis and indication from the frincipal, diplanta feometric from the frincipal widown is constantly college, with the front in the frincipal college of the frinci

ESSEX COMPILHENSIVE SCHOOL Holi 1,151 mixed 11 in 1 Broomsick Hell Road Wallham Abboy Tolephone : Les Valley 1748081-714188

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COUNTY COUNCIL
EASTERN AREA
PAGET SCHOOL
Ruston Hoad, Branson,
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Application forms obtainable from the Assembler, upon receipt of a stamped addressed footscap and process of a stamped addressed footscap and the first standard, returned by not later then Monday, Estriary 28th, 1977.

H. M. Wullaria. Area Education Officer. Guid Street, Burion upon Traff. OE14 NF.

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HAD OF MUSIC DEPARTMENT.

Music

BEDFORDSHIRE

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NEWHAM Lundon Barough of)

EASTLEA SCHOOL

Blids Rose, Lendon E16 4NP

(Hold 1, 1,239 Cooducational)

Road Tacher: A.F. O. T. Taufo

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TEMPORARY TEACHER, Scale t.
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LAWER School. Sound French or
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This Droup IX School was built in 1865 and has a fully equipped, purpose the second of the seco

ASHFORD ROTHELAWE SCHOOL Jennmail Soid, Ashford
Jennmail Soid, Ashford
(Roll: 565)
Required Spelomber, 1977, TEA-CHER of MUSIC, Scelp 2, Te he responsible for Music throughout the atholic by fotter to the Head-pastor naming two rureyees (plesso myriosp simpered addressed anythespe), 1989 Apply to the Readmonter-naming two relecons.

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PLYMOUTH ST. HONHACE'S COLLEGE Reacon Cark, Plentauch

ADIOTATION SLIPPICE SOUTHERN AREA STALANDS THE SCHOOL Studen Perk, Lation 1.025 SAL Heckmoster Mr. B. H. Hills, H.A. Apply by latter to the Headmant with curriculum vitar, and names of two referers, also one testimonial if available.

IMETROPOLISM COCOUGH OFF LOUCATION COMMITTEE MAGKULL DEVES HIGH BCHOOL Copes Eare, Maglish, Liverpool 11 to 18 Mixed Comprehensive School of 1,300 publish Hegylird for May or Soptomber, The school is a mixed comprehensive school with 1,130 punits aged it in 14, and is situated in illn own brounds on the north-west outstall of lin luwn. ouiskils of the lown,

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D and C.B.E. courses. WILTSHIRE CABILLOOWN SCHOOL Derry State Chellesian, Chelle l'idworth Ledno

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Headired Paster, qualified 11 Av. H. H. for Street, to 11 and A terri Strong Interest by Instrumental and Charat work destructs Scale 2 or 3 available

Scale 1 Poats

NORRURY MAHOU INDIT BOHOOL FOR GINES
Konaingion Avenue, Thornson Heath,
Surrey, 1:R4 Hill.
Tol: D1-679 NM-2
Tonabor immediatory
Oally supply TRACHER for MUSIC
required intendiating in this welloathped fornirch-payer school for
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Salary, Rarnham Scale 1 will
London Area Allowance. Researable removal expenses will be reimbursed i details on remuest.

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(Rolf: 9201 Willow Oreon Inualoatone GM4 003 (Tel.: Ingniestono 4018)

Required September in this developing comprehensive school. MASTER All STRESS to loarly MASTER All STRESS to loarly MASTER All STRESS to loarly Utroughout the school of the september of the sep

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Acesso. Coventry CV4 BOY

COVENTRY (City of)
THE WOODLANDS BOYS
COMPRISHENSIVE SCHUDT.
I. 560 on roll)
Required Autumn Term. 1977
KOUSE HEAD, for Siringer House,
Scale 4 in the purpose built and
well alrectured school. Responsibility for 160 boys aged 11 to 18
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Other Posts on

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111 to 16 years) Applications are invited for the following loss statished from 1st September, 1977, in this movy Comprehensive school corving a First area in Sauth East Uerbyshire. PASTORAL INEAD, Boole 4, The uniterial rates of responsibility for the presan appointed will be pied workers and discipling, Good teaching experience lony subjects and utilized in the qualifications for this key peat.

Forms and further particulars from the licadmaster (simmed oddressed envelope, pleasin; Clealing date 14 days from the appearance of the control of the cont

Primary Education

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FOXBOROUGH COUNTY
COMMINED SCHOOL
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For April. Teacher to toke
MUSIC Invoughout the achool,
rull 430, end to do some class
teaching, Forms, etc., from fils
Olstrict Education Officer, 48
High Rirest, Slough SLI [EN.

PRIORY COUNTY NIODLE

REMEDIAL Scale 1

Secondary Education

GENIOR TEACHERS

EASTHAMPSTEAD PARK SCHOOL Wellingham, Rd11 3DF

Title is e new co-edu-complehensive school

This is e new co-educational completensive school serving Brecknell New Town. At present Oroup 10, roll 1,250, and Sixth Form starting this year, I is peri of Essinampsteed Fark Educational Centre, which includes 8xkshire's adult residential college. Two Senior Teachers are required:

required:
(1t For April, with the probability of becoming Second Duty Head (Oroup II) when ellowance evaluable (anticipated 1979). Vodency due to promption to Headship, t2t For Seplember, a Senior Mistrosa/Manier. Vecancy due to retirement.

Forms, etc., Irom the Principal.

SOSIR 2
ST. CRISPIN'S
COMPREHENSIVE SCHOOL
Londos Read, Workingham
For April. Roll 850, mixed. To
leke cherge of Fourth Year
OIRLS: "GENERAL SUBJECTS
Course not leading to exeminations.

GENERAL SUBJECTS

Sosia 2

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SCHOOL I case, clough SL1 SRC Required se soon ne possible, a Teacher for a LANGUAGE class. T.E.F.L. Certificate destrable, Ex-perionce with Asian pupils an advantage.

TTALL TUTHE (Scale of resulted for Smeleniter 1977.
Annihanions are invited for the inverted least of Ver Thier. The Year Thier will be responsible for the material real and seels care oud dischilled in the Ursi-year links. Alcohol light School was established last Seidember on a purcosebull also, and all present and agreement of the school. The annihile will be respanishe for the sew intent for September 1977. A publication of the post and Author delials of the post and Author delials of the head teacher. Are included in the Mr. J. E. Are in the head teacher. Gueste delials of the head teacher. This is a new post in o de-veloping 11 to 18 mixed com-prehensits and community schools

Royal County of BERKSHIRE

Closing data unioss indicated otherwise, 29 February, 1977.

THE FOREST SCHOOL

THE FORSET SCHOOL
Robin Hood Lens, Winnersh
For September, A GEOORAPHY
Isacher in this boys' comprehensive action! (proviously grammar), roll shout 1,000 including a large Sixth Form. Work
throughout the school up to
'A' lovel to possible, The 'O'
Isvel Genes is besed on the
Schools Council 14-18 Project.
Scale 2 sillowanco for suitable
applicant.

MATHEMATICO Scale 2

SLOUGH ORAMMAR SCHOOL Lascelles Road, Slough SL3 7PR Roll 820 boys

Roll 820 boys

For April or September, A ORAGUATE to losch MATHEMATICS to
'O 'snd' 'A' levels. Additional
Computor Studios course under
consideration. Scala 2 for sujiably quotified and experienced
Applicant

applicant.
Apply to the Hond Teacher, quoting two releress.

WARREN FIELD Comprehensive School Long Resdings Lans, Slough SL2

Required as soon as possible, feacher for MATHEMATICS to share it has work of the Department. Courses sxist to C.S.E. and O.C.E. O' and 'A' levele: Apply to the Headmenter with full c.y. and the names of the reference.

MATHEMATICS Scale 1

Roll 700, Mixed

MUSIC Scate 2

MUSIC Scate 1

BLOUGH AND ETON C.E. BECONDARY SCHOOL Ragaloss Road, Slough St.1 2PU For April Roll 490, mixed, Tag-cher of MUSIC inraughout the school. Scale 2 for eutlebly quell-

LITTLE HEATH RCNOOL Lillia Healh Road, Tilahwat, Reeding

PHYSICAL EQUEATION

Scale 3

Ondon Frings Allowence 2169 p.s. psysble in the Drechnell Supply Districts, Lodging allowence sed removel esponses sup-n operation. Assistance with rehousing may be systiple.

EAST SUSSEX Mixed comprohensive, 1,670 pupils of from Soutenber, IRAU of feeling to the state of Destruction of the District Science, In a section to the District Comment of the District Comment of the District Comment of the District Comment of the District Science, In a section in the district of the District Comment of the Distr plipits

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GLOUCESTERSHIRE

17 | IT | ICHOSS SCHOOL

17 | Mil. Alixad. II Is 18 Comprehonsive. Lydnov;

| DUSE HCAD. Scale 4 required for Soptember 1977, to laid a form at Tutars with full pastared respansibility for 20 it 1s to 6th year baya and cirts.

Furinor details and application forms can be obtained from the Headessiler. exclose samped addressed envelope. ISLE OF WIGHT

Sanior Teacher Stale
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School From September, 1976,
Monisaya is housed in madare
buildings an alingle site of the
School Lewer School List Upon
School Lewer School List for the
purpose of administration and circrevition. parpose of administration and con-rection.

Applicable are invited from well quilified louchers for the new post of Head of Upper School available from School part of preference of comprehensive school leading and administration.

Full double and application forms from the licensistee (alamped oddressed envelope). YEAR TUTHE (Scale 4 regulred fur

NORTHAMPTONSHIRE

illed for April or September,

Other Posts on

DERBYSTABLE
DELPER SCHOOL
DRONG 1973; Nine-form entry 13
to 18;
for Scolember: SENIOR HOUSE
TUTOR (Scale 4) to tele full
responsibility for all curriculor and
pastoral noods of a vertical house
of 200 17 to 15-year-olds, and
teaching commitment to English committeed to L mod 13 to 16, nius and house-based

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Kliburn Rond, Udger, Herbyshire,
Is whom numicalions no formal
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TUNBRIOGE WELLS OIVISION

ANGLEY INDII SCHOOL (Mixed)

Grail-Toko

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STAFFORDSHIRE

Barodon Rosal, Chedlyn Hay
Walsoll
(Group 10)
Applications ore invited from sulfship qualities and experienced
FFACHILLS for the past of 'ThittpYEAR TUTCHA 18cale A) of this
new purpose-build romanumity
comprehensive action (15 to 18)
from Suptomber, 1977 when the
school will rocalre its lirol 13-plus
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Application forms obtainabil
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Teacher, erro of Chase Teachers'
Contra, 110 Valsal Rosal,
Campocks

Cityof Manchester

Education Committee

Unless otherwise stated all posts are symbols from April 1977, and explication forms, logalither with Lurther particulars are available from the Head of School to whom they should be rolumed.

SCALE 3

Reading
For September, for this mixed
comprehensive (roll 1,120)
a musician to share the work
of the Music Department, which
is housed in a wel-equipped
Music Cemire. The subject is
laken to R.C.E. O and A
level, and the poat offere an
opportunity to e lively jaccher NORTH MANCHESTER HIGH BCHOOL FOR GIRLS Brockside Rood, Moston, MIG SQJ -Regulted from Séptembor, 1977. HEAD of OOMESTIC SCIENCE. The person appointed would head respectively to the courses established to 'O' end 'A' level and C.S.B. opportunity to a livery leacher to develop all espects of music-meking in the school. Forms, etc., from the Headmester (stamped addressed envetage). C.S.S. A INTERPRETARION OF ST. ATT PONY'S R.C. SECONOARY

Scale 3
ST. SERNARO'S CONVENT
Langlay Road, Slough 8L3 7AP
For April, a HEAO of P.E. OEPARYMENT for this R.O. Sefective
School, roll 813 girls. Scale
8 post for sellably quelited and
experienced applicarm. Netball,
hockey, landla, swimming, ethlotica essealist; trempolining en
advantage. The achool has extensiva playing lields and own
ewimming pool.
Forms, etc., from the Headmistress (examped edurased envelope). Pleese give names of two
reteress.

REMEOIAL Scalo 1
THE SULMERSINE SCHOOL
Chequare Way, Woodley
Regalized se soon se possible lor
list shadd comprehensive echool. muses in orders work and plano would be an edvantage.
87. AHTHONY'S R.C. SECONOARY
SCHOOL.
Severley Simel. Blockley.
Menohester M9 15D
TEACHER for Needlework required after Easter. This is a temporery full-time appointment, pending the implementation of Becondary reorganisation forms should be returned as acon se possible.

Course not leading to exeminations.

Forme, etc., from the Headmaster, Please quote: WSA 1495, Cldsing dote: 21 February, Cldsing dote: 21 February, Cldsing dote: 22 February, Cldsing dote: WSA 1366, Cldsing dote: WSA 1366

Scale 1 Posts BEXLEY

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Molropolitan Borough of P DUCATION CHANGETING C. AUGUSTINICS II.L. Hout

Aldergrove Flace, Oomen M12 5LZ

Required from 12th March, 1977, to 16th July, 1877.

Pari-time supply teacher of EH?-LISH Two and a half days per week. An interfal in Slow Learners

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Applications for a lampdary appointment for one term will be considered. Application are welcome to viell the echoic by appointment, Application forms (s.a.s. blesses) from the Hoadmistress to whem they should be returned es hoon as possible.

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TELFORD SCHOOL

Bank House Road: Binckley, Manufester M9 3LT. Tel. 061-74D 1897

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EDUCATION COMMITTEE

This new echool will accept its third intake of full

To work in close collaboration with one Deputy Head elicady appointed. Major responsibility to cover organisations and aupervision of all examinations, the 14+ option achemes and Ceraers guidance.

Mejor responsibility will be the goneral welfare of

Flench end Garman are laught end will be examined at GCE 'O' end CSE Lovel.

Experienced teacher required initially to teach Nutfield Combined Science followed by Secondary Solence up to CSE and O' Level.

Should also be experienced in Physics and Physical Science to 'Q' Level and be prepared to sesist in equipping a new Physics Laboratory.

Responsible for organisation and teaching of Religious Education throughout the School up to GCE. O and CSE.

Application forms and further details may be obtained from the Director of Education, P.O. Box 142, High-lands, St. Saviour, Jersey, C.I., and returned to the Headmaster of the School, as agon as possible.

HEAD OF MODERN LANGUAGES-Scale 3

HEAD OF MIDDLE SCHOOL-Scale 2

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RELIGIOUS EDUCATION-Scale 2

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Required from 1 Soplember, 1977

(Group 8) MIXED

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DUCATION LOUMNITE

LAURUL DEVER BIGH SCHOOL

Heyes Lane, Maghult Livergool

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School of L.300 pupils

Roquired for Septoniber, 1977.

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SEFTON Sciling Avenue, Ocollo, Meracyolds 120 1402 100 July 100 Summer Term only Temporary ASSISTANT TTACILLE. Stale I for PHYSHAL EDUCA-JION. Tion.
There is a fully-equipped gynnasima and extensive playing fields
All S.P.A. allowance is payable
on the above post.
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Residential innuaried accommodation may be available. Please upply by sending usual particulars to the Headmaster

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ATTILETIES. Post available for Summer or Autumn Torn. Applications to the Headmistrate.

Religious Education

Heads of Dapartment

DONCASTER EDUCATION COMMITTES HUNDERHILL SCHOOL Hingerhill Land, Edgathorps, Hunderstor, DN3 2JY Triephono: Unneusier HS3811 112-16 Comprehendvo Allacdi Hoadmaster, T. Hughes, D.A. Hequired for Arylomhor, 1977: HEAR of BELKHOUS LUCATION Department Scale Applications are invited from nutrally qualified and experi-enced teachers for sometiments to show poet a this now school which opened in Sep-tember, 19th, with as initia-tivate of 176 pupils aped 12 little of 176 pupils aped 12 hidda of 170 pupis eyes ac-plets. Application forms god fur-ther details are evaluable from the Headmaster, to whom appli-ailion forms should be roturned by Monday, 21st Fabruary, 1977.

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A Scalo 2 or X post of resoon-nibility is available, deproging on qualifications and experience. Candidates bionid annily by lotter to the Head of the school within seven days, glotog upo, present ned, qualifications, experistic and references.

DUOMBII OTAN COMPREHENSIVE SCHOOL

Application forms and further parliciture may be ablaiced from Mr. V. I. Harris, Commiss board Mr. V. I. Harris, Commiss board McLool, Lagrabill Vays, Educator, Physicals Pt. McM., on revelled a samped indressed onvelous, to man camping it forms must be religiously to the manufaction of the manufa

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PLEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated-Closing date is fourteen days after the appearance of the advertisement.

In respect of Heodships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms ore available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LSI 3AE.

For other posts in secondary and high schools, appliention should be made to the headleacher of the school concerned, giving full details and the names of two referees. The post reference number should be quoted on all correspondence.

Requests for forms and details should be accompanied by a stamped addressed envelope.

FIRST TEACHING APPOINTMENT: PREFERRED POST SCHEME

Gludents spriking their firel post are advised that registrations are now being accepted. Registration forms are available from the above oddress. A stamped addressed lootsesp onvelops must be enclosed.

SPECIAL SCHOOLS

HEADTEACHER!

N.I. 53 MEANWOOH PARK E.S.N 151 St HIRIL ING. OR coll; 61 r longua Lone, Laeds LS6 4Q9. Telephone No : Leeds 783517 Required Int Finter or Sopiember, 1977. n Headteachar Int His E.S.N.ISI School. The Authority is seeking on experienced grid concessful tacker in lead a dadlegted teaching and mon-teaching staff. The valery will be Rumban Teacheather Group 5155. Further details available from the Ulrector of Lahration.

DEPUTY HEADTEACHER

N.F.54 ROUNDHAY LORGE E.S.N.1311 SCHOOL INC. oc 175 I 11-16 years I instit t ane, Lacks LSS 2I J. Tolephona No. : 055437 Headlescher : Mr. E. Moulton, M.Ed.

Required fur September, 1977, a Repuly Hendlancher for this Group 5(5) Special School. A leacher will good practicel experience, switchin additional qualifications and a wide vision of the needs of the E.S.N.(M) is sought. Further desiin from the Ome-

SCALE 2(S) POST

W.48 STANNINGLEY SCHOOL (E.S.N.150) INO. OB rull 1 188 1 8-17

Required for Easier, 1977; a teacher to become flead of a Department for behoviour deviant obliden. The tencher appninted will be responsible in the coordination of a term of two Teachers, two Nursery Norses and three Non-teaching Assistants. There are 14 children in the department. The department is relatively now and officer scope in initiative and enterprise in approaches to the work. Experience of LS.N.(5) children and a relevant equification are seen as evenful qualifications for the responsibility of the context of the

PRIMARY-SCHOOLS

F.41 EBOR GAROENS PRIMARY SCHOOL (No. on roll; 327 y 5.9 part, plas Narsery | 80 part-line places| Rigion Drive, Leeds LS9 79Y. Telephone: Looks 39820

licodreacher: Mr. P. Silvetman

Applications are invited from culably qualified and experienced teachers for the post of HEADTEACHER of this school following the retirement of Mr. P. Silvetman at the cod of the academic year. The post is tensible from irt September, 1977, and the school is in Group 6 for asiety putposes. The school serves a compact, modern area of Council housing in Surmaniofts and was originally built in 1907 as a junior mixed and infant school. Further dotails are available from the Diffector of Education, to whom completed application forms about the minteed,

SCALE 2 POST

P.42 BARWICK-IN-PLMET C. OF E. JUNIOR SCHOOL (No. 00 rell | 182 r 7-11 yeard) Aberford Road, Sarwick-in-Elmet, Leeds LS15 4DZ. Telephone, Leeds 812295 Headteacher; Mr. C. G. Noylor

Required for September, 1977: intelligent and embilious person for third-year ago group. Leadership qualiuss and imaginative outlook examination.

SCALE 1 POSTS

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3.47. ROTHWELL THORPE IUNIOR AND INFANT SCHOOL, No. oe roll 1 132 13-11 years)
Dolphie Lene, Thorpe, Wakefield WF3 JDG, Telephong No 1 \$23022

Headteacher, Mr. P. Brownlow
Reagiled for the beginning of the Summer Term, 1977, an infant related teacher for the Reception Class. It will be an advantage if confirming the office of the Reception Class. It will be an advantage if confirming the office of the Reception Class. It will be an advantage of the confirming the con

W.49 NEW WORTLEY HOLY FAMILY R.C. (AIDEO) PRIMARY SCHOOL ING. on roll (157 r 5-11 years) Parlioment Road, Leeds L.512 21 H. Tylephone No : Leeds 639290 Headequeleer: Mr. M. J. Lolius

Headtqueirer: Mr. M. J. Lolins
Required for Passas, 1977; a leneber for a class of 3 to 9-year-olds
The polity to older Muste would he on advantage, but is out
essential. Applicants are asked to state only relevant special interests.
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this reorganisation of Romani Catholic Robiools in Leeds, the actual
will become a 5-2 parmacy achool and the acceptule candidate should
he willing oud nitle to teach younger children. Completed application
forms should be returned to the Reverent P. J. Bradley, Choirman of
the Managers, Holy Family Presbytery, 12 Ocen Lane, Lande 1812
HIU.

N.W.38 MLANIVIIIII 11, THE E. (AttrEB) PRIMARY SCHOOL (No. on roll): 165: 5-9 yearst Firem Road, Leeds I 56: 41 fr. Telephone : Leeds 755863 Headlescher : Mr. B. A. Crinall

Required for April, 1977, or earlier II possible: teacher for a clay of 7-year-old children. An interest in Art and/or P.E. would be an advantage. Applications are portfeniorly welcoured from consumulant members of the Church of Fingland. Further details and application forms may be obtained from the headeder (dense unclose stamped oldersed curvolute), to whom completed forms should be returned by 25th February, 1977.

GREAT AND LITTLE PRESION JUNIOR SCHOOL (No. on soil t 250 : 7-11 penral Fresion Lone, Great Presion, Wuodiesford, Leads LS26 SAR Telaphron i Leads 86,2592 Hendicachier: Mr. D. R. Charluda

7.43 Regulard for 18th April, 1977; taseller for 8 rises of 9/10-year-old children. Applicants should state any specific interests. Ability to teach guiter an advantage but qui exemital.

TEMPORARY POST

(SCALE 1)

HIGH/SECONDARY SCHOOLS

DEPUTY HEADSHIP

P.45 OARFORTH COMPREHENSIVE SCHOOL (No. on roll) 1,562; 12-13 years 1.1620; 12-13 year Ilsodiescher; Mr.: L. A. G. Lowton, O.A.

Required for September, 1977; a DEPUTY HEAD MASTER/MISTRESS in this mixed H-lorne cetry purpose-built comprehensive action), to take a full share is the formation and outworking of school policy, and in particular to take special responsibility for passoral and disciplinary matters. The school, some five miles from the centre of Leeds, in the only eccondary school in Garforth, and is used antensively by all sections of the Community. Further details one available from the Director of Education, to whom completed application forms about the returned.

SCALE 3 POST

N.E.St ALLERTON GRANGE HIGH SCHOOL (No. on roll r 1,280 (Mixad) a 13-18 years) Telbot Avenue, Leads LN17 6SP. Telephoos No.; 661052 Headleacher: Dr. W. Fear, S.A., Ph.D.

Required for September, 1977, an experienced taucher to be HEAD OF MUSIG (Scale 3) in this well-established comprehentire school. The achool's music has great potential and there are many instrumentalists taught by visiting teschere as well as a strong iradition of music in teader schools. There is a tradition of an annual musical production and the school has room to expand accommodately is music including into a large sinth form, Further particulars from the Headlessbor.

SCALE 1 POST.

N.W.40 FRINCE HENRY'S GRAMMAR SCROOL (No. on roll | 1,250 r 12-15 years)
Otley, Leeds LSM 288. Toleguene : Otley 3524
Headleschar I Mr. N. H. Boudfield, M.A., B.Sc.(Econ.)

Required for April; 1977 (temporary or permanent), of September, 1977 (permanent), a tisacher of HETORY, G.C.E./C.S.E. Mode courses in Modern Period. Mech ecopo for developing courses in 12+ and 13+ years. Aprily to the headleacher by latter with full details including referees, interest, sport, etc.

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Sixth Form and Tertiary Colleges

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Headships

KENT COUNTY FAITNCIL COUGATHIN HEPARTMENT ESYMOUNE GRANGE HOSPITAL SIGNON.

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Headship (Group 5s)

immigrant Education Service

The Head of Sarvica will be responsible for the running of the Authority's Centre for initial language teaching for immigrant pupils of secondary age and for the maintenance and development of the Peripatello immigrant Education Service. The appointvill be for May 1, 1877.

Further details and application forms are available from the Chief Education Officer, Education Depart-ment, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by Monday, March 21, 1977.

Walsali Metropolitan Borough **EDUCATION COMMITTEE**

Oakwood School, leacon Way, Off Salters Road, Walkali Wood, Walsall. Re-advertisement

HEAD **TEACHER**

Applications are invited for the post of HEAD TEACHER? of the Group 4(8) day school for 60 E.S.N.(8) public, vacent as from the beginning of the Summer Term, 1977. Candidates should be qualified teachers with good experience of working with severely handlospped oblidgen.

Application forms end further details evallable from this Director of Education Department, Civib Centre, Derwall Street, Welsell, WS1 1DQ, to whom they should be returned.

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An experienced isacher is required to take charge of this epecial class which provides for 10 primary eged altusted in a children's home and support is provided by a cleseroom essistant. Candidates must be confident

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Other Posts on Scale 2 end above

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First Teaching **Appointments**

Applications era invited from students who have trained for Middle or Secondary Schools and can ollar the tollowing subjects in the Authority's Comprehensiva Schools for pupils in the 11-18 year aga tange.

SECONDARY

Music, Home Economics, Modern Languages, Mathematics, Physics, Technical Subjects, Religious Educetion.

BURIJHAM SCALES Plus LONDON ALLOWANCE £402 Plus ANNUAL SUPPLEMENT \$312

Application forms are obtainable from the under-signed and should be returned immediately. Applications will not be accepted after 21st

J. S. WILKIE, M.A., Ph.D.,

Onacion of Education, Education Ollica, Broadway, Stratlord, E15 4BH.



County Council

CLOSING DATE 21ST FEBRUARY 1977

Primary and Special Schoolo—
For application form sound stranged addressed loolscap analogs to Chief Education Officer, P.O. Box 61, County Hell, Presion PR1 8RJ, Impless otherwise stated. Sarandary Schools

Forms/further details from and returnable in the Head-leachs at the School, S.A.E., please.

SPECIAL SCHOOLS

FOULTON-LE-FYLDE: WYOUTSALE - 40 [Gl-d-adjusted) States Tonn, 1977

SASIC SUBJECT: Interest in heavy crafts, scious mod/or music.
Scale 2 40 Buildable conditions 1000 MODE WENTWITT A SESIES DITAL FRANKE SAMOOL IND-challe Rope, Longroduc, Proston Plat Table 145 Jandov Clobbron [30 May, 1871] Experienced order to a lost lost. Muses describbe.
Scale 2(S). Estramores makes and also party allowances.

SECONDARY SCHOOLS

HEAD OF DEPARTMENTS ST. CUTHERT MAYNE B.C. HIGH (1,200 m/sed), St. Anthony's Birs, Fulwood, Pronton PUS: 330 Orive, Fulwood, Proston (*1) September, 1977 MATHEMATICS, Scalo 4,

DARWEN, MOODLAND HIGH SCHOOL, Holden Fold (1.100 mixed,

BURNLEY ST. HILOA S R C. ILIGIL SCHOOL [Roll 738 girls, II-18 1949). Cost Clough Land in September, 1977 MUSIC, Scale 3.

SCALE 2 POSTS & ABOVE IONORHOGE COUNTY SECONOMIY (570 mixed), Presion Road, Language, Presion PR3 3AII int September, 1977.

NODERN LANGUAGES, 51 sts 3

ORNSKIRK CROSS HALL BIRSH SCHOOL, Wignin Road, Chinishink Light 2AT, Lanca 11,420) in May, 1977 ART—Pollary Specialist, Scale 2.

SCALE 1 POSTS ST. AUGUSTINES R.C. 'ECOLDAN' (600 mixed), Billington dr. Bickburn, Lancs IR Nay, 1877 GENERAL EUGJECTA BROLEY IVY SALIK MICH SCHOOL 1.0-Educational, 1,168 pupils).

September, 19/7 L. MUSIC 2 HANOICRAFF. SURNIER ST. BLEIN 3 R.C. HISH SCHOOL IRON 738 girls, 11-18 Hr September, 1871

CLITHERGE RIBOLEGDALE COULTY DECONDARY (1.0:0), Oucen's Rast, Chiherce Rast, 1817 HERCE, OFFICE PRACTICE and TYPING.

WILLIAM TEMPLE CE. HIGH SCHOOL (617 modd), St. Vincent's Rold, Fulwood Proston, 1977
HOME ECONOMICS.

Bigging Conditions

BRELMERSOALE & HOLLAND ST. PICHARO S R.C. HIGH (1.050 May 1st. 1977)
History 1st. 1977
HUSIC 1977

White Cre School, Whate, rear Stateburn Idecendary Sounding Stateburn Idecendary Sounding Idea (1976) 14 May, 1977.

J. MUSIC.

C. GEOGRAPHY

Scale 1 (Besident).

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PRI SAJ (Ret 6/MAM).

EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

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(biless officewise clated, for all posts in this section, initial applications (groing ago, qualifications experience and numers of two releases) chould be sent immediately. Together with stamped addressed envelope, is Hoad of the School.

Holie School, Whaeler Strael, B19 2EP
HEAD OF PHYSICS, Scolo 3 To be resumsible for organizing
the subject throughout the school Teaching to C.S.E. 'O' and
'A' levote in well-equipped lebetatotics

Sutten Colditald Gitls' School, Jockey Rond, Sutten Colditald 873 5PT 620 girls 12-18 comprehensive intake in test and second years. Required Explainter, 1977 will qualified and experienced graduals es second in the Department to Inoch LIATHEMATICS Applicants should be oble to take a bull put in State form the time About thity girls toke 'A' leve courses which inclinion JM B Matthematics, Further Mathematics and Pure Bathomatics with Smithstatics.

Bwanshurst School, Srook Lane B13 0TW Girls Comprehensive, 200 in the State. Required Eanter for September), tearher to take charge of PHYSICS, Boale 3, Nullfield Ocience in Lower School: courses to A', O' and C.S.E., including Mode 3, Twelve Isherstorias with appropriate sessione.

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Inless otherwise claied, requests for application forms for Scole I posts should be sent ducid to Head of the School as seen as possible, logaling with the nemes of two referees and a stemped addressed shyology.

March Hill School, Mersh Hill, 823 7EY Two lamparery appointments will be evallable in this 1.200 pupil Comprehensive School for the Summer Term, 1017. Newly qualified learning will be canadered. io) A suitably qualified leacher to required to essist in the GIRLS PHYSICAL EQUATION OFFARTMENT. A soparete gymnosium is evolieble.

(b) A leacher of GEOGRAPHY is required with ability to teach some other subjects. Will candidates indicate their other subjects.

EIEIVIIVICH AM

Mildenhall Upper School

The following senior staff are required for September, 1977, when this 13-18 Upper School will enter its second year of glowth, with approximately 600 on roll.

HEAD of INTAKE YEAR CAREERS ADVISER

HEAD of CHEMISTRY DEPARTMENT State 3

HEAD of HISTORY DEPARTMENT (Second in Charge of Humsnities Ares)

Scale 3

HEAD of FRENCH DEPARTMENT (Second in Charge of

Modern Languages) These Senior posts require a commitment to bs involved in the rapid development of a new school and applicents with energy and vision

Furiher delells and application torms may be obtained from the Headmaster. Millishhell Upper Bchool, Bury Road, Mildenhell, Bury St. Edmunda, Sullolk. (Slempod eddreased toolacep anyetope pleases.)
Closing dels: 25th February, 1977.

Suffolk County Council



Applications sig invited from milinbir qualified and experienced function for the following posts. Unless afficiving stated:

[14] Duties to commence Sentember, 1917.

[15] Application forms and defails interpol addressed envelope inclosure) from the Honds of the schools.

Please quote reference 11/2 on correspondence.

SECONDARY

Pines give details of qualifications.

Kings of Wessex Upper, Chedder

1:3-10 Mixed Comprehensive, 800, 126 in Sielh)

Opened upon reorganization September, 1916.

Teachar, Scole 1, for SCISHCR, for Upper One (13 t), and include the pupils. The successful applicant would be considered to eller term of Physics, Chemistry or Riodopy up to ellerst C.S.E., level. There is, heavener, some finality in the speciality.

Criapin Comprehensive, Street
(II-18 Misco 1,120)
Gualitida Tescher of FREHCH, Srnto 1 or 2, seconding to
experience. Ability to leach German to 0 lovel welcome
but not essential. Apply by letter to the Hood at the school
giving full delets of enter and experience.

giving full dotells of oncer and experience.

Sydenhom Comprehensive, Bridgwolor

[11-10, Mixed, 1.070)

EECONO MASTER/MISTRSSS, Group 10, Administrative Hair and nullity to work is close cooperation with others to looked for. The present post holder, who is retiring, hos included Girle' Pastoral Wellers emong distles but carrier adjustments may be possible occording to experience and qualifications of the successful condidate.

TOACHER of MATHEMATICS, Brais 2, to tearn throughout the school and to out as second in the Coperiment An Involvement in the posteret work of the school will be expected. Closing date: 25th February.

Presion Comprehensive, Monks Doll, Yeoyil
[11-16, Mixed, 1,000]
The following Ocate 1 teachers are required:
MUSIC. The person appointed will be syperted to essist with
the struct rhoir and prohesize
FRENCH with subsidiery German. Knowledge of Modern Audio
Viewal Mothods. Oreduate professed. Applications from newly
qualified reacher welcomed.
Closing date 25th February.

Closing date 29th February.

Biehop Fox's Girlo' Gremmer, Teunion

[11-18, 1,000)

TEACHER, Scale 3.

HOAO of CHEMISTRY/HBAO of SCIENCE. Chemietry grodsale with at fost lour years' exportance, to organize Chominity Department. Knowledge of Hulffeld courses essential. A suitable candidate may be offered the post of Head of Science, both Scale 4 posts.

Closing date: 25th February, 1977.

PRIMARY HEADSHIPS Duneler County First, near Minehead Group 4. Middlezoy County Primary, near Bridgwolst

North Newton County Primary, noar Bridgwater Olterhampion County Primary Combwich, noar

Shepton Bacuchemp C.E. V.C. Primary, liminstar Group I. Reckletord County Intents', Yoovil

Westlisid County Infonts', Yeavil Group 5.
Application forms and delsife (elemend eddisessed envelope). Irom
Chiel Eduration Oilcer, Staffing (T) Section, Education Depailment, County Hell, Tauriton. Closing date: 28th_February, 1977. MIDDLE SCHOOLS

Fairlands Middle, Chadder
(9-13, Mixed, 383)
7ezcher, Boste I, le be responsible for MUSIC. Emphante on oborst work but elso recorders and brase. Offering French as a second cubject will be a strong recommendation but is not estantial.

SURREY COUNTY COUNCIL

* Fringe Aran London Allowance £150 p.s. Illroughout

* Genators colocation expanses in approvad cases.



TEMPLE COURT SCHOOL, **GUILDFORD (Tel. Guildford 69673)** Available from the commencement of the Summer Torm, 1977 at this 150 place (mixed) school for EBN (M) pupils. Selery Scale £5,130-£5,730 plus £312 annual supplement.



THE PARK SCHOOL, WOKING (Tsl. Woking 72057)

To commance Summer Term, at this dev school for ESN (M) boys and girls in the age range 5-16 years. Duties would be mainly with boys of the 14-15 years age group.

Ganerel teaching experience necessary, possibly with remadel beokground and a genuine interest in the problems of the slow learner.

ST. LAWRENCE'S SCHOOL CATERHAM (Tel. Caterham 47869)
Thie is e hospitel school for ESN (S) children up to the aga of 16 plus years. Preference will be given to candidates having previous exparience or poscessing a suitable qualification to teach such children.

TEMPLE COURT SCHOOL, GUILDFORD (Tel. Guildford 69873) To commence the Summer Term, 1977 et this 150 place (mixad) echool for ESN (M) pupils. To take a group of 13 year oldo.

WALTON LEIGH SCHOOL WALTON ON THAMES (Tel. Walton on Themse 23243)

Two vacencies occur for teachers et libic curpose buill School for ESN (S) children.

1 To teke a group of young children. Post svalleble from the commencement of the Summer Term.

2 For the school's Saheviour Modification Unit which is organised on a teem-teaching besis. Post evalleble from commencement of the Autumn Tarm, 1977. Further details and application forms from the Head-

Microse,
Selaries for all the above posic (with the exception
of the Sacond Mestor/Mistrase) within Scale 1 plus
Special Schools Addition.
Further details and application forms from the Headmaster at the school concerned except where stated.

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HEADSHIPS

ABBOTSFORD COUNTY SECONDARY SCHOOL Stenwell Road, Ashlord (1172 on roll expected to be 1450 by 1979)

THE HEADSHIP of this mixed comprehensive school (12-16) is vacant from the Sommer Term. Deta of eppointment according to evellability. Selary Group 12, £8,466-£9,051 per ennum + £312 supplement, eublact to current restrictions on prograssion bayond £8,500



DEPUTY HEADSHIPS

SECONDARY SCHOOL

Thorpe Roed, Steines TW16 3HJ Thorpe Roed, Steines 1W16 3HJ
DEPUTY HEAD TEACHER required September, 1977
Ior this Group it mixed comprehensive school for
pupils eged 12-18 yeers, contributory to a Sixth Form
College. Setary scele £8,300-£6,924 per snnum.
Number on roll (September, 1976) 1252.

Application forme end further detells for the above Iwo posis evsileble on receipt of a stamped, eddressed, foolscap envelope, from the County Educetion Officer, County Hall, Kingston upon Thamas, KT1 2DJ. Completed applications should be returned by 25



POSTS OF RESPONSIBILITY

Comprehensive

HINCHLEY WOOD COUNTY

SECONDARY HEAD OF MATHEMATICS DEPARTMENT required from September: Scale 4. Telephone 01-398 7161.

LEATHERHEAD, ST ANDREW'S RC

STAINES, MAGNA CARTA COUNTY

SECONDARY
HEAD OF GIRLS PE required April. Scale 3. Assistance is given by two full-time teachers. Good recilities, gymneelum, sports hell, herd poroue plich end pleying

WALTON ON THAMES, RYDENS

COUNTY SECONDARY HEAD OF HOME ECONOMICS required April. Scele 3. Interest in peelorel work en edventage, but not essentie.

Telephone Wollon 24793.

Sixth Form College

WOKING SIXTH FORM COLLEGE (to open Seplember, 1977)

OF COMMERCIAL STUDIES DEPARTMENT. Soele 3. Applicetione are invited from suitably qualified and experienced cendidelee to develop a new Department involving TYPING, SHORTHAND and SECRETARIAL COURSES.

GIRL9 PE. Teacher to leke responsibility for this eubject in the College. Scale 2 for soltebly quelified and experienced candidate.

Application forms, evallable from the Area Education Officer, 9 Heathaide Road, Woking (Telephone Woking 4311). Further information obtainable from the Principet Designate telephone Woking 61161.



SCALE I POSTS

Sixth Form Colleges

Two teachers required for GEDGRAPHY—temporery poet until July 1977.

MATHEMATICS—one lerm temporary poet for Summer Term 1977. Telephone Ashlord 52699.

WOKING SIXTH FORM COLLEGE

teacher required September, 1977; TECHNOLOGY
teacher required September for the new purposebuilt Sixth Form College. First Appointments welcome.
Ability to abalst with oxtra-our iculer solivities would be
e recommendation.

Application forme available from the Aree Education Officer, 9 Heathside Road. Woking (telephone Woking 4311) to whom they should be returned no later, then 25 February, 1977. Further information obtainable from the Principal Designate. Telephone Woking 181161

Further defeils available from the Head where the telephone number is shown. Application forms available on receipt of a stamped sadressed, location envelope from the County Education Officer, County Hatt, Kingston upon Themes KT1.20.

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Other than by Subject Classification

Heads of Department

Other Posts on

Scale 2 and above

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NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION OSFANTMENT
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suitably qualified "HAGITERS
for this following post
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Scale 1 Posts

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London alinwance of E402 plus Bockst Priority allowance.

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THE TIMES EDUCATIONAL SUPPLEMENT 11.2,77

HERTFORDSHIRE COUNCIL

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Letters of application to the important of the profession of the p

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Metro Mitan Borough of Rochdale

EDUCATION DEPARTMENT

Primary Schools Domasne County Inlante (5-7) Bornesa Roed, Langlay, Middlaton M24 4NU.

Deputy Head, Groop 4

Tal : 081-643 3828

Applications are invited from sulfably qualified and experienced taechers for the Deputy Headships of this Group 4 Intent school, currently having 200

Moorhouse County Primary (5-11) Crossley Street, Milnrow, near Rochdele OL16 4DR. Tel: Rachdele 42742

Deputy Head, Group 6

Applications are invited from sultably qualified end experienced teachers for the Deputy Headship of this Group 6 school, currantly having 450 pupils

Application forms (plansa enclosa a foolscep sel addressed anvalopa) are avelleblo from the Chiat Education Officer, Education Offices, Municipal Buildings, Menchaster Old Roed, Middleton, Manchaster M24 4EA, and on completion should be returned in the Heed at the school. Cloeing data: Monday, 21st Februery, 1677.

Middle and Secondary Schools

Kingswey Middle (10-13) Turf Hill Road, Rochdale OL18 4XA. Tei : Rochdele 40931

Head of Social Studies (Geography and History), Scale 3

The person eppointed would be responsible for planning the syllabus in the Department and for supervising the teaching of the subjects in Second

St. Willrid'e R.C. Aided (10-13) Hoistein Avenue, Rochdele OL12 6DL. Tel: Rochdale 40683

Physical Education

Teacher in charge of Girls' P.E. to start Easter or September, Possibility of a Scele 2 post for sultable eppilcani.

Applications from poisnus seaking a tiral appoint-

Siddal Moor High (11-18) Newhouse Rosd, Hopwood, Heywood OL10 2NT. Tel: Heywood 69438

Spanish, Scale 1

Teechar required to teach Spenieh with some Latin or French within the Language Feculty. English and Drama, Scals 1

Teacher required to join English Department and to essist with work in recently established Droma Department.

Applications from new entrante will be welcomed. Forme and further particulars from Mr. M. Saunders, Closing data: 26th February, 1977.

Bishop Henehaw Memorisi R.C. High (13-18) Shew Road, Rochdale Ot16 4RX

Tei : Rochdela 47761

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- STATO

with ability to offer either English or Music. A Scale 2 post available for suitable candidate.

Special Education

Alderman Kay E.S.N. (M) (All age) Tintern Road, Hollin, Middleton M24 3JC. Tel: 061-643 4917

Scale 2 . Teacher required in Junior end of school for B cless of 10-11 year olds. Special Schools axperience would be an adventage but is not essential. Possibility of Scalo 2 (S) post for suitable applicant.

Applicants are welcome to view the school by

High Birch E.S.N. (Ali age) Bollen Road, Rochdale OL11 4RA.

Tei: Rochdale 31752 Scale 1 (plus Special Schools Allowance) to take small class of young children aged 7-9 yeers of age. Special School experience desiroble but not essential.

Instrumental Music Service

Castlemere School
Cestlemere School, Twaedale Street, Rochdele
OL11 1HH. Tel: Rochdele 58359

Full-time teacher/instructor of the Violin

Application forms (please enclose e fooleoap self! addressed envelopa) are evaluable from the Head of the echool to whom they should be returned on

Closing date (unless otherwise slated) 21et February, 1977.

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SECONDARY Scale 4 Posts

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Apply Headmistress with Curricu-lum vilou.

WARWICKSHIRE HANTSHILL SCHOOL Church Hood, Bartshill Namodon 1763 va folk

Temporary TEACHIIN of ENGLISH und MATHEMATICS, School 1, roquired Reser, Lovel of Jeaching in each subject by arrongement. Apply in writing to the Head,

Special Education

Headships

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Salary: Burnhom Scale Group 48.

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HAMPSHIRE CLIFF DALE JUNION SCHOOL E.S.N. IM. HEAD TEACHER Group 6(8)

Application form and dotalla from he Area Education Differs, 17/18 Mentorn Parade, Portaniquili, POS Closing date 28th February.

KENT CAUNTY COUNTIL EDUCATION CAMINITIC ORNOMINAL HAND SCHOOL [E.S. X. 11] 1. Tunbridge Wells

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PYOFORD DAY CENTRE FOR
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Applicants must be suitably
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LOUCATIUN SCHVILT. JOHN CHILTON SCHOOL Complair Crescent, Northall, Middleaux Life-advertisement

DEPRITY HEAT TRACHET From 2011 April of 1st September, 1977; 1845; R. 1841; S. 1922AL, S. GHOD, 1858; 1844; Walonmoor Hoad, Circuluster (2N on roll, two in 17 years Orotto 3:81 Rectal Celeon qualifications and experience reservatal. Forms and further particulars from the Headinstress. Uncluse stances addressed presiden

MID HENTS. DIVISION LYTHWAY HEW BEHODE Velwyn Unrden Cliy, Herts. Day B.B.N.S. School, Group 199

Possibility of housing and ossis-lance will removal expenses in approved coses.

Further dotalls and application forms from Mr. M. If Paulcy, Hondicarher, Habitons School, at the

LANCASHIRE INANT Cudas actiuut Applications are levited from experienced TrackFRS for the post of VICE-PRINT: IPAL at this nestential School (78).

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The London Serough of Headinge is e pleasait residential area in North-East London with assy eccase to the West End and the Essax county side. Holp will be given in linding accommodation with lagni lees for house purchase, ramoval and resultinement expensee where appropriate. Office London Allowance pnyabla.

Ethel Devis School Seriey Lana, Goodmeyee, Ilford Applications are invited from suitably qualified candidates

Headteacher

of this school for physically handicapped children, the poet baconica vincini through rathremont in August 1977 echool fina n roll of 90 pupile and la Group 6(8). Application forms and further particulars are nvailable from: J. E. Fordhem, S.A., Chief Education Office, 255/259 High Rond, Illord, Essex 1G1 1NN. Complated applica-

Rond, Illord, Essex 1G1 1NN. Completed application forms should be returned by 1st March 1877.

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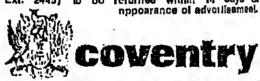
Educational **Audiologist** and Pre-School Teacher of the Deaf

Salary: Burnham Scale 4

Education Committee is sacking to eppoint Ironi the Sunimor Trimi, or ne soon eller as pos-cible, n well qualilled and experienced EDUCA-TIONAL AUGIOLOGIST able to edvise on all aspecie of the education of trearing-impaired children. The successful candidate will be expected to work successfully with a wide range of professional collargues, and to advise and counsel parents of young childron. An important ospect of the work will be in differential diagnosts of hendicapped children in an inter-disciplinary Peedlatric Assessmon Uml.

Covenity line well established provision for hearingimpeired publis.

Furthor perticulars and forms of application available from Ofroctor of Education, Council Offices, Earl Straot, Coventry CV1 5R8 (tel. 0203 25555, Ext. 2445) to be refurned within 14 days of



LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are inclind from transcered feathers for the following posts: EDINBURGH DIVISION-PRIMARY

£1,639 £1 119

St. Margant's R.C. Prantary S.b. South Queensterry Trinity Printary School ASSISTANT HEADTEACHER SECONDARY TEACHING POST

HISTORY REMEDIAL EDUCATION FRENCH/GERAIAN RELIGIOUS FOUCATION

MIDLOTHIAN DIVISION-SECONDARY PRINCIPAL TEACHER

with the content Scottlan Tembers' Same. Memorandum.
Candidates emuld epecify for which post they who to apply Application forms are marked from the oppropriate Dictional Application Officer at the helps and optional Education Officer at the helps and optional Librarian Officer.

Mr. G. E. Fernens-Divisional Librarian Officer.
Division, 40 Torphickum Kreet, Fidinhurgh Ellis Sil.
Mr. D. S. Stolchie-Dicisional Educations Officer.
Division, 40 Torphickum threet, Fidinhurgh Filis Sil.
The closing date is 25 February, 1977.

Spocial Educational Services CAIRN PARK SCHOOL

SCIENCE TEACHER

Applications are broated from registered feachers for the part of Science Teacher in this new, purpose bank, small secondary school for maladjusted children. I sperence in special education is recies but not assential. The Teacher appointed will be educated to aches but mot assential. The Teacher appointed will be educated to aches on well as forming in the broader chearthough activates in the street, on well as forming in the broader chearthough activates in the street. This following allocations will the Sciential Teachers. Salaries manusander. This following allocations in teach hard-stays. Special qualification to teach hard-stays. I edithera-1192. Allowance for itaching matediasted conferent 1297. The closing date for applications to teach hard-stays. 25 February 1977. Application to teach hard-stays. Friday. 25 February 1977. Application forms are an illustrated by Firmy flat Birthough Lideaulian (Marth. Application forms are an allighter forms. Educated Lideaulian (Marth. Application forms are an allighter forms. Educated Lideaulian (Marth. Application forms are an allighter forms.)

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THE TIMES EDUCATIONAL SUPPLEMENT 11.2.77

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Frings Aroo London Allowence £150 p.n. throughout the County.
Generous relocation expensus in SUNNYDOWN SCHOOL, GUILDFORD

DEPUTY HEAD

Suilably qualified and experienced teachers are the to apply for the post of Dapuly Head of this residential school for delicate boys aged 10 to 18, 40 boording pupils and a small number of day pupils. The post will be vacant at the beginning of the Summar Tarm 1977. Applicants should have good general teaching experience and the passession of a diploma in teaching of handicapped children would be an adventage.

Salary within Scale for Dapuly Hoad of a Group 4(S) achool £3,855-£4,905 per annum plus £312 Supplement. House available at reduced raniet. The Head of the achool would welcome enquiries. Talaphona: Gulidtord 75178.

Application forms and further details mey be obteined from the Caunty Education Officer, County Hell, Kingston-upon-Thamsa KT1 2DJ, raterance HC/JMM. Closing details aller the oppearance of this edvartisement.

YEWCROFT SCHOOL, Court Oek Road, Herborne, \$17 6AS.

(Residential All Age)

RESIDENT ASSISTANT TEACHER

(Scale 1) Required Easter 1977, enthusisstic resident (girls' ares) Isscher for primary sge mslad-

lusisd children. Application forms etc. Irom the headisacher who will be happy to halp with any anquiries. Closing date: 21st February, 1977.

> BIRMINGHAM CITY COUNCIL

Other Posts on Scale 2 and above

AVON COUNTY PHILIPA MEAU SCHOOL Persion Road, Minchad. Sometwel.
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SCHOOL

CHIEF TO THE STREET ST HAMPSHIRE Haudel Terrace, Southmonton SOL 21 (1 ed for April, 1977 -

Appointment Turther inturmation and spolica-tion form from the Headmaster of the school.

AMBRIDGE AREA PILETON HOUSE SCHOOL

Applications are invited for the past of T.A. Their In-the-GLARGE Brain 5 of the Partially Hearing Intl within the school The achool is a residential ESA. Mississipple and the Partial ESA. Mississipple for the No. Mississ

THE ONLY PARKER SCHOOL

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Turiner particulars and applica-lion larms, to be rejurned as soon as massible, from the Officiar of Lituration, & Portland Squara, Cer-tisto, CAL LPU,

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CUMBRIA EQUIATION COMMITTEE

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The Unit is self-rempined only provides a work presentation course for Students in their final year. A leakner with experience in teaching until work and cilical crafts printrabily with experience of E.S.M. IM. pipilis is sought. Scale 2 181 available.

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Accommedation available if regulated.

WORCESTER COLLEGE FOR THE BLIND Wintilington Road, Worcestor WRS 23U I Administated by the Royal National (netflute for the Bilady Anolications invited for new post of HOUSEMASTER beginning Soutember at his control of the contr

Apply to the Headmanier within two weeks of this loade string names of two confidential referees.

Scale 1 Posts

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(ESN'S)
Herch Road, Ounsiable
Required for April 1077, TEALifetin, Scale 1 for the O.B years
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Appilizations to tornel: The Director, Radgeworth Court School, Badgeworth, Near Choltenham, Gloucestraine, Telephone Churchdwm 1932) 717(H7)

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PRILYDIN SCHOOL
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HERTFORDSHIRE BAST HEITTS OFVISION RUDGETTS SCHOOL Gouth Road, Stenden, Nr. Ware Required for April, 1977, or Spainwher, 1977.
Applications are invited from oxperionced TEACHERS for eclass of 11 to 12-year-olds in this all age day B.B.N.(M) school. sciool, interest in P.B. games and reduction scientified is desired. Sciool plus Lendon Frings Allowence plus Special School Allowence plus Special Applications to the Hoedmaster.

HILLINGDON
(London Borneth of)
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HILLINGDON

The Whitelield School MacDonald Road, E17

This large spacial achool provides a structured programme of aducation to: a wide veriety at handicappod children in separate departments. In-service training is offered to all members of the multi-

ESN (M) Division:

Deputy Team Leader

Dapuly Laadar in a group catering for stow-teeming children, 10-12 year aga range. The teem consists of 40 children and 5 staft. Applicants should be experienced teachers with interests in a structured

Scole 2 (S) plus London Allowance 2297.

Nursing Observation Centre:

Deputy Head of Department

Deputy Flead of the Depertment, cetering for children in the 2-5 year age range, suspected of being intellectually raterded. Teeching groups consist of 12 hendicapped children end 2 slatt aupport sech leacher. Applicente should be interested in observetion and assessment techniques.

Scale 2 (S) plus London Allowance £297. Raterenca NOC/DL.

Letters of application to the Headmester. Pleasa Closing date: 18th February 1977.

Department for non communicating children-A Teacher

to serve melnly with adolescent pupils having spacial tearning needs erising from amotional and psychotic disorders. The teacher appointed will work as part of a team with anothers support. While experience with psychotic childran not assential as in service training given experience of craft work or est skills with adolescents with a paragraphs. with adoleacanta will be an adventage.

Satary scale 2 (S) for axitubly exparienced applicant plus London Atlowance of £297.

Application forms plus lurihar details avellebla on receipt of SAE available from the Headmester at the

Closing dele: 21at Fobruary. Brooklaid House School Alders Avenua, Wood Graen, Essex

Raquired April 1977 Peripatetic Teacher

to work from this epecial school for physically handloepped children and based in Whipps Cross Hospital to organise end co-ordinate the bed aide leaching of children who are expected to have a relatively long stay in Hospital. Applications are invited from teachers with extensive primary school or special extension experience.

education experience. Salary ecate 2 (\$) plus London Allowence of £297. Further datatis can be obtained from the Head Teacher, Mr. P. Jeffary, telephone: 827 2464, to whom letters of application should be east.

Closing dete : 18th Fabruary.

Whilehell Primary School Partially Hearing Unit Normanton Park, Chingford, E4

Required April 1977 Teacher in Charge of Unit

Scale 2 plus Special Schools Allowance 2351. Applicants must be qualified teachers of the deaf and have some junjor experience. The Unit is a modern purpose built one forming an integral part of the mein building.

London Allowance £287 payable.

Application forms (enclose SAE) obtainable from and zeturnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10

Closing date: 16th February.



to teach in the Authority's echoole and Music Centres. Car allowence payeble.

Mistresses

HRADFORD (City of)

ter. Applicants are invited to contact he Tracker-In-Coatie, Mrs. W. Lampell (Trienbone Hradford MPD) for the additional informa-Hull.

The liber particulars and nonline on forms may be inhalmed from the Staffing and training Unit, Directorists of Chinestallonal Services, out in Huller. Proving Int 110089, varie liber, Proving Int 110089, and completed forms should first staffing to the Teacher-In-Glarge, Willowfield Ciris' Contre, Willowfield Ciris' Contre, Willowfield Ciris' Contre, Willowfield Ciris' Instituted in Millowfield Ciris' Contre, Willowfield Ciris' Instituted in Millowfield Ciris' Contre, Willowfield Ciris' Light Millowfield Ciris' Contre, Willowfield Ciris' Light Millowfield Ciris' Contre, Willowfield Ciris' Light Millowfield Ciris' Contre, Willowfield Ciris' Ciris' Contre, Willowfield Ciris' Control Ciris' Ciris' Ciris Ciris Control Ciris Cir

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Accileton for additional diffes Application forms and information from the Principal at the House (tolephone Chesterfield 862238).

DEPUTY HEAD TEACHER (Broile

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Repoired no soon an passible DEPLIY ILAN TLACHILL, Sulary Orong 4-81 plus Locium Allowanta if \$402 per onnim. f S402 per omnim.
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THE TIMES EDUCATIONAL SUPPLEMENT 11.2.77

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LLUIAN COLLEGE
THE JUNIOR SCHOOL
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Digby Avenue, Happenicy, Hettingham, HG3 6DR Appointment of

Principal

Applications are invited for the post of Principel at the above College, leneble from 1st September, 1977, upon the retirement of the present

Principol.
Candidates should be graduales of a Billish University or have equivalent professional qualifications together with appropriate teaching, organisational and administrative experience. The College has low departments: General Studies, Business Studies, Mining and Engineering, and Adult Education, and for selety pur-

posses is placed in Group 4.

Further details and application forms may be abtalace from the Director of Education (Rel.: FS2), Further Education Department, Eschage Bulldings, South, Cheapelde, Mollingham, MGI 20F. The clasing date for application, which should be returned to the Diseasor at Education, in 25th February,



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Lett 'B' Graduata in Chemistry with ability to teach Chemistry and General

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2) Thislie Giresi, Glasgow OS axB

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LINARD MILLE, Director of Education.

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The successful candidats may be required to take responsibility for the organization of Sports Activities and "Surviva of Sea Courses" for Phase

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LECTURER II in CAREERS PHICATION "Preparation for Work), Total reference OS.L.

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Applicants for all posts should be
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lottes of spilication and further particulars of spilication from the perfectly. College of Further Education. Homeland Hoad, Douglas, to whom completed forms should be obtained by 28th Lebeury 1977. Lancashire Education Committee **LANCASHIRE**

BLACKPOOL COLLEGE OF TECHNOLOGY & ART

HERTFORDSHIRE COUNTY COUNCIL

Hatfield Road, St Albans

Applications are invited from suitably qualified gradu-

PRINCIPAL

The vacancy arises as a result of the appointment of the present Principal, Mr. R. L. Helmore, as Principal of the Cambridgeshira College of Arts and Technical

will he able to take up the appointment next Septem-

and it is hoped that the successful candidate

ST ALBANS COLLEGE

Ashfleid Road, Bispham Blackpool, FY2 OHB

(Group 8)

Details and form from Clerk to Governors at College. Closing date: 3rd March, 1977

NORTHERN IRELAND

Western Education and Library Board **Londonderry College of Technology**

PRINCIPAL The poel will become vacent on 1 September, 1977,

This is a Group 5 college and salary will be in the range £9,459-£9,969 per annum.

Further perticulars and epolication forms are evellebia (on racaipt of e elampad addiasaed loclecap anveloce) from the Chief Officer, Western Education end Library Board, Haadquarters Offices, 1 Hospital

Roed, Omach, Co. Tyrone, BT79 OAW. Closing dais for the receipt of applications; Monday, 28 February, 1977. Canvaceing disqualifies. :

ACTON-

TECHNICAL COLLEGE

Head of Department of Business and **General Studies**

to lead and co-ordinate the college's non-lectinological work, Candidates, ecedamically qualitied, much have had ralevent commercial and college experience, ha latter including both teaching and academic administration.

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" GRADE IV

Further datalle and application form—returnable not later than February 29th—from Registrar and Clerk to the Governing Body, Acton Technical Collage, High Street, London, W3 6RD.

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BEOFORD HOUSE SCHOOL WALDSLEY HOUSE SCHOOL
Required in Spriomber, 1977.
READMSTIESS of this well established Pro-Proparitory School for eperoximately 220 boys and girls ased four to 10 years. Walting List. The achool is recognized by the Geografiant of Eduration and Science and is similar by qualified teachers. Salary Group 4, Ournham Scele.

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The Propagatory School for Essibourne College requires a liondmaster for Soplember, 1971.
Further, details from the Cork
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The above cost will be
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Nottinghamshire County Council

London Borough of Barking **Barking College of Technology**

LECTURER GRADE 1 in **HEALTH EDUCATION**

required to teech the subject in relevant courses through the Dapartment end, in particular, to the Nursary Nursing, Pre-Nursing and associated courses.
The applicant about be knowledgeable in metters of positive hashin and with appropriate academic qualifi-cetions and preferably a Health Tutor's Certificate.

Burnhem Salary Scale £2,469 to £4,377 par annum according to expariance and qualifications, plue £312 eupplament, plus £402 London Weighting.

Requests for epplication forms and further datalls should be accompanied by a stamped addressed anvatopa and sent to The Registrer, Gerking College of Tachnology, Deganham Road, Romford, Essax, RM7 0XU. Completed forms to be returned to him within 14 days of this advertigament.

Full-time Teacher of SHORTHAND and TYPEWRITING required for permanent appointment by a College in Central London. Knowledge of Pitman 2000 and New Era Shorihand systems and some experience of teaching students whose first isnguage is not English will be helptul. The post will be vacant from 18 April, 1977, but the successful applicant could take up duties some weeks earlier. If convenient, to lisise with the present teacher before she leaves.

Salary negotiable according to qualifications and experience. Long holidays. Apply, in writing, with details of age, qualifications

The Principal, L.T.C. College of English and Secretarial Studies, 26-32, Oxlord Street, London W1A 4DY.

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To be Section Leader in this developing erea of work. To make the appropriate academic contribution to

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Appointment to take affect as soon as possible.

Salery scala: £5,031-£5,955 p.a. (plus £312 p.a.). Point of antry on the scale dependent upon qualifications

Further details and application forms from: The Principal, Derby College of Art and Tachnology, Kedlesion Road, Darby, OE3 1GO, to whom they should be returned by Friday, 4th March, 1977.



BRADFORD COLLEGE

Applications are invited trom sultably qualified and

LECTURER I

front office procedures. The salary lpr this post will be in accordance with the Aurnham (FE) Lecturer grade 1 scale £2,469 to £4,377 plus the supplement of £312 per ennum.

Application lorms and further particulars are.

Stafting Officer, Bradford College, Grest Horion Road. Bradford BD7 1AY.

and the completed forms should be returned to him within 14 days of the appearence of this advertisement.

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LON DON

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DEPARTMENT OF BLECTRICAL ENGINEERING Applications are invited for the fallowing pasts:

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Appliconis should have qualifirollons which will onable hem
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Closing date. 21st Februery.

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Salary 23,003 in 20,803
Apply to the Berralary Highery
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THE OPEN UNIVERSITY

STAFF TUTORS

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callans are invited for two pools of Stall Tutor for the Foculty chaptery. Flouid of Interest preferred are Environment (Including onnointal Engineering and Human Engloys) and Systems, agit applicants whose main interest is the trank. . Engineering tartes or Oosign may also be considered. Menants or Conign may need be considered.

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Cleating date for applications . 25th February, 1977.

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THE UNIVERSELY DIVISION DI LIMITATION DALIGNATION OF THE BUILDINGS AND ipling salary in rango 13,343 to 13,441 on scale rising to 16,655 u year plus superannualing. Particulars from the Theyletrar and Borratary, the University, Shorthold SIO (21N), to whom suppli-rations (tivo copies) storaid to sort by Ist March, 1977, Quoto Rof. If 619, P.

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THE TIMES HIGHER EDUCATION SUPPLEMENT The newspaner for blaked education provides a matrix hould for all bulletsity appoint-

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CHRIST CILUMON COLLEGE

COUNTY OF CLEVELAND

THE POLYTECHNIC

Director Designate

Applications are invited from parsons with proven incadomic and/or industrial experience and administrative ability for the post of Director of the Polytecinic, the institution of higher education in Cleveland which is to be formed from the marger of the Tassaide Polytechnic and the Tassaide College of Education. The target data for the merger is JANUARY, 1978, and the Authority Intends to IIII the post as soon as possible so that the person appointed can take a full part in the planning process.

so that the person appointed can take a lon per in the planning process.

The Appointing Committee will include representatives of the Governors of the Teesside Polytechnic, the Governors of the Teesside College of Education, the Cleveland Education Committee and two representatives from the ocademic world.

Selary Scale: £12.180

Application forms and further particulars may be obtained from the County Education Offices, Education Offices, Woodlands Road, Middleabrough, Cleveland TS1 3BN. The closing data for applications is February 25, 1077 \$ 25, 1977.



City of Binningham Polytechnic DEPARTMENT OF CONSTRUCTION AND

SURVEYING Applications era invited for the post of

Head of Department (Grade V)

Salary Scale: £7,395.£8,271 plus £312

supplement or appropriate proportion.

Further details and application forms (to be raturned by the 25th Fabruery, 1977) from : Tha Parsonnal Ollicer, City of Birmingham Polylachnic (TES), Room 8.310, Parry Serr, Airmingham 842 28U.

LECTURER GRADE II -SENIOR LECTURER IN BIOLOGY

(E3,279-E5,955)

(Bor-E6,417 plus £312 supploment) To contribute to the tenching of B.Ed. and B.Sc. students. Research and school teaching experience an edvantage. The appointment wiff be effective from the baglinning of the summer terms. Further detells pud form of application from The Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottinglism NG1 BU. (Tel: 0602 48248, ext. 2059) Closing dota:21 Fabruary, 1977.

TRENT POLYTECHNIC NOTTINGHAM

Nene College Northampton

School of Mathematics, Management & Business Studies

LECTURER II IN LAW

(RE-ADVERTISEMENT) above to contribute initially to ONC, OND, HNC ausiness

Sludies and Prolessional courses, but prepared to bacoma involved in the longer tarm development of dagree-level Law sludies. An epility io assist in the short-term with ralated aubjects would be en advantage. Applicants should hold at least e first qualification in Law at Graduata lavel. Applicants responding to the sarifer advartisement will bereconsidered automalically, re-application is not necessary,

Application forms on receipt of atampad addressed toolscap envelope from Senfor Administrative Officer, Moulton Perk; Northampton NN2 7AL returnable by 25 February.

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Central Wandsworth Adult Education Institute Mayfield School, 92 West Hill, SW15 2UH

Principal

Full-time)

is required from the Summer Term, 1977. The Institute provides non-vocational day and evening classes for men and women in a wide variety of creft and cultural subjects. Last session enrolments were in the region of 10,360. Applicants, male or feorole, should have appropriate teaching and operables experience. and organizing experience.
Assistance may be given towerds household removel expen-

ses. Salery according to Burnham (Further Education) Report, Group 3: £9,562 plus £402 London Allowence.

Details and application forms returnable by February 25, 1977, from the Education Officer (CEC5), The County Hall, London SEI 7PB (straped addressed foolscape

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY ST. THOMAS MORE'S COMMUNITY HOME (E) WEST GRINSTEAD, SUSSEX

This Calholic Community Home providing education on the premises ceres for 70 boys aged 13 to 16 years in these house units. The majority of boys are in the care of London Boroughs.

Owing to the withdrawal of the Presentation Stothers from St. Thomas More's, the post of

PRINCIPAL

becomes vacent in July. A person is required to provide effective, imaginative, professional leedership to the Home during the next live yeers whilet the long term future

Applications are invited from suitably qualitied and experienced candidates, preferably of the Roman Catholic faills, for this impostent challenging post.

SALARY: J.N.C. Group III

26, 198-26,622 plus £312 supplement
J.N.C. Conditions of Service

Accommodation comprising an unlumished house can be provided. for the Principal at the appropriate standard charge. An informet preliminery discussion may be erranged with Mr. T. L. Bruce at the Boolety's Headquerters—01-666

Further details and epplication form can be obtained

The Director. Southwark Calholic Children's Society, Russell Hill Roed, Purley, Surray, CR2 2XB.

Closing date for completed applications to 21st Merch,

DEPARTMENT of HEALTH and SOCIAL SECURITY **GLENTHORNE YOUTH TREATMENT CENTRE** ERDINGTON, BIRMHIGHAM

Teachers

The construction of this Centre, the second to be provided, is nearing completion and it is due to open in September. The Centre will provide long-term cere, education and treatment for severely disturbed boye and girle between the ageo of 12 and 19 in the care

When tull. The Centre will accommodete 54 young people in 4 house units, and 8 in a hossel. Each unit will be manned by care statt under the eupervision of a head of house who will be expected to develop e high quality of care and control of the children beset on personal relationships. The Centre will be under the menagement of a Director, essisted by a deputy and on equitable stant director, and supported by epoclatiat

Teechers, preferably with some experience of teeching dilticult and/or aducationally ratered children in a residential author energy are required to prepare and implement teaching programms for the young people. Teaching in small groups will be certied out in the studies unit, but some children may require tuition on an individual besis within the house unite.

Salary equals Burnham Scale 1 plus £312 p.a. Pay Suppteniant end allowences totalling £909 is £336 YTC attowence and £564 teachers allow-

Leave equals 8 weeks por engum inclusive of

For lurther details and an application form (to be returned by 25 Fobruery) write to Mr. I. N. Deen, Department of Health and Social Security, EP4 Olytolon, Ronm 410, (vybridge Holles) 1-8 Adam Street, London WC2N 6AB, or telephone 01-217 5217/5372.

Teachers' Centres

WARIIENS WANTED THE WAY AIR AU April 4-7 Apply IN N1:17.1., Currictions frevelopment Bentir, Homorton College, Ithis Doad, Cambridge

Adult Education

For details of the

ASSOCIATION FOR AUULT EDUCATION epni o h',p ntump io A.A.E. (T'). 97 Popier Mond, Warmley, Urielui, Mondership npeli in tuli pari-lina locul authority Aduli/Connatially Liducation Bieff.

CORSET DISET TECHNICAL COLLEGE 1:OLLEGE

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Community Homes and Associated Institutions

Headships and **Dsputy Headships**

> CITY OF LIVERPOOL BOCIAL SCHVICES

Salary & 1,740 to \$6,039 por annual ST. CHRISTOPHEN COMMUNITY HOME Liverpool 23

Applications are invited for the residential post form to a still the still pea-end leaching experience and protought trading experience and protought trading worled in a residential establishment.

The duties will include orna-nization out development of the Education programmo for a group of 32 adolesced airla between 10 and 15 years of age, 32 well as taybiymani in the living-th situdium out of school.

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Other Appointments

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Assessment Centres

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Applications to therefor of Liche-cation (Ref. 11). County Hall, West Bridghord, Notified with names of two retween, as some as pos-sible.

WILT5HIRE non, noar Trowbridge.

This Course to rim by the Willolds Sorial Review Lamanties but
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Socio 1 plus Succial Schools
Allowalire.

The work is very demanding and some relevant experience is essential hiterat in dagnostic, and partiralarly remedial work, an edvantage. odvantago.
Farther details and opplication form from Chief Liducation Ollicor.
County Itali, Trowbridgo, Willishro,
Cloaino dato—36th February.

Youth and **Community Service**

BIRMINGHAM

YOUTH AND CUMMUNITY WARDEN, NEWTOWN COMMUNITY WAROEN, NEWTOWN COMMUNITY
CENTRE
J.N.C. scaln ic, £4,248 to £4,800
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64,660 to 63,113 per ennum
Required at the representation with

E4,350 to E0.112 per entium Required at this new uninhase built Control at the period to open in April 12 to the period of the p

Deputy Principal

£4,437 to £5,856 plus Supplement Egerton House Community Home, Brackley

A Deputy Principal is required at the above Pdmary Junior Community Home tollowing the promotion of the present post-tiolder. "Egerion House" ecommodates 27 boys between the ages of 6 and 12 years and is set in delightful grounds in the small attractive country town of Breckley.

The Deputy Principal will be specifically responsible to comprising regions mealings and case conference.

In organizing review meetings and cese conferences, and overall management of the care stall.

Applicanto should have and substantial experience in residential accial work and must hold an appropriate

A pleasant, three-bedroomed flat is ovailable at a rent of £294 per annum. For en Informal diacussion telephone Gordon Wilght

Principal, Brockley 702375. Application forms and further delete from the Personnel Ollicer, County Secretary's Cepariment, County Hell, George Row, Northempton. Closing date Fab-ruery 25, 1977.



Northamptonshire Social Services

AYCLIFFE SCHOOL HEAD OF SPECIAL UNIT

(RE-AOVERTISEMENT)

We ore luoking for a soliobly qualified and experienced We ore broking for a soliobly qualified and experienced person to counage a large new unit for the treatment of severely disturbed youngsters. Additing to understand and ordenlate complex ideas at freatment and to cope with the demands of a laxing jub is more important than the professional background of the opplicant. Therefore persons from any disciplines related to work with children are invited to apply.

Aycliffe School is the central facility for the essessment and treoment of severely disturbed youngsters in the Nurth, under the control of Durham County Council. There are already in existence a secure unit for the assessment of boys and girls out o large treatment facility for boys. The new Special Unit is of advanced design and will have excetient staff and material resources. It will provide facilities which integrate phoneering tileus for the treatment of adolescents under conditions of gradest security.

The past is residential. Accommodation is particularly good and the area is well provided with accentise for both cultural and recreational journalis. Current salary is in the range 16,198 to 66,822 plus 5412 per annum. Requests for further particulars and application forms to Principal, Aycifffe School, Cupetaw, Darlington, Co. Dorlan, by 28th February, 1977.

DEPARTMENT OF HEALTH and SOCIAL SECURITY St Charles Youth Transment Contre

TEACHERS CHILD CARE OFFICERS OCCUPATIONAL THERAPISTS

There are a lew vocancies in the above disciplines for qualified man and women with rangination, initiative end drive to compinie thams of group workers at St Clieries Youth Troalmont Centre, Brontwood. The Centre edinite disturbed edolescents whose needs cannot be met in other forms of residential establishments.

mente.
81 Cheriss, the liral of three Centres to be provided. mente.
St Cheries, the liral of three Centres to be provided under present plons, is divided into three House Units, each with accommodation for 12 children. Successful cendidetos will join multi-disciplinary teems working under the supervision of a house leader and supported by specialist consultent stell. There is a high staff child ratio and stell are july involved in the creation of individual treatment progrummes for each child end the development of a high ruality of care and control beaed on close personal relationships. Those appointed will share on a feem basis the care, education and trealment of the children without particular regard to the normal boundaries of their respective disciplines. In-service training to provided.

All staff will work a 49-hour live-day week and conditions of service are excellent. Good quality single and merried accommodellon has been provided both on and oil the Centre campus.

Prospective applicants are odvised to visit the Centre and discuss its work with the Director, Mr. S. G. T. Edwards. Telephone 0277 225684 for an appointment.

Saleriee are in accordance with the following aceles: in all cases a Youth Treatment Centre allowence of £336 a year and a supplement of £312 a year are payable. Edwards. Telephone 0277 225684 for en app payeble. TEACHERS: £2,253-£3,744 (Graduate and edditional

qualification additions poyable wifers and appropriately. en extremedos duly allowence. RESIDENTIAL CHILD CARE OFFICERS (Section grade): \$2.607-£3,957.

OCCUPATIONAL THERAPISTS (section grade): \$2.667-£3,200

£2,667-£3,390. Non-resident cleft mey be eligible to receive a triage eres allowance eppmpnate to their perticular

erea allowance eppmpnate to their femiliar disciplina.

Application forms for the posts together with further detaile of the posts and terms of employment can be obtained from Mr. I. N. Deen, EP4. Department of Heelth and Social Security; Room 410, hybridge House, 1-5 Adam Street, London WC2 (phone number 01/217 5217). On completion, application forms should be returned to the same address not later than 25 February, 1977.

The New English School

P.O. Box 6156, Huwelli, Kuwnlt

Applications are invited from British trained and qualified teachers for the following posts which will become vacant in this expanding English medium school in September, 1977. Joint applications from married couples without children are particularly vectome.

Secondary Department Gruduates to teach to "O" and "A" Level in

ENGLISH: 4 posts. REMEDIAL ENGLISH with responsibility for Library :

MATHEMATICS: 3 posts, one of which will be Head of Department and one for which o special interest in "A" level Applied Mathematics is required. PHYSICS: 1 post.
MATHEMATICS with PHYSICS: 1 post.

BIOLOGY: 1 post. BIOLOGY with CHEMISTRY: 1 post.

HISTORY: Heed of Department.
GEOGRAPHY: 2 posts of which one will be Head of HISTORY with BOYS' PE : 1 post.

PHYSICAL EDUCATION (Boys): 1 post.
PHYSICAL EDUCATION (Girls): 1 post with an inter-ART and CRAFT: 2 posts, one of which will be Head

Junior Department 6 CLASS TEACHERS

1 TEFL (Junior Range) tencher. 1 MUSIC SPECIALIST. Infant Department 1 CLASS TEACHER (Top Infants).

1 MUSIC SPECIALIST. TERMS

A one-year contract (renewable) beginning September 1st, 1977. Tox-free solary in the range £3,850.£5,000 per annum (at current exchange rates) occording to qualifications and experience. Grotully on completion of service. Free furnished sir-conditioned occummodation. Economy class return air passages London/Kuwait/Loodon, Interviews in London, April 20th-29th, 1977. For further information and application form apply, with brief curriculum vitac, to the Headmaster.

Following the reorgenisation of the Parks Ploy end Sports Section, we ere looking for experienced people to till these posis:

Assistant Parks Manager

(Play and Sport) £5,124-£5,685 plus £312 p.a. supplament The Assistant Parks Managor will heed a learn of

In Assisted Parks Monagor will heed a team of 50 cilicars engaged in providing a comprehensive earlice of sport and pley for the resirients of Wandsworth. The person appointed will be expected to develop the service to the full—aspecially in the iteld of adventure ploy—and will else accourage the creeken and development of the manual play areas of pley and aports collytics.

Recreation Officer (Adventure Playgrounds)

£3,801-£4,137 plus £312 p.e. supplement At present, there ere five edvanture playgrounds in the Borough end a number of aliae ere under consideration. The successful eppticent will be responsible for the effective running and use of the playgrounde, established and new.

Recreation Officer (Tiny Tots)

£3,357-£3,717 plus £312 p.e. eupplement This cifficer will undertake the complete day-to-day running of the seven existing Tiny Tote Clubs tor the under-lives, and will also become responsible for the establishment end running of any new Clubs formed.

Adventure Playground Leader £2,964-£3,126 plue £312 p.e. supplement

£2,964-£3,126 plue £312 p.e. supplement
An experienced person to required to run a large
existing Adventure Playground in the Battersea
erea. The work to demending but rewerding, and
would euit a person wishing to develop his/her
career in children's pley.
If you would like dotails and application forms for
any of the above posts, please write or telephone
Personnel Saction, Recreetion Department, Bettersea Town Hail, Levender Hill, London, S.W.11. Tel.
1977.

LONDON BOROUGHOF Wandsworth YOUTH AND COMMUNITY SERVICE

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(£3.521 to £4.446; \$6.16 2)

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HERTFORDSHIRE COUNTY COUNCIL

YOUTH AND COMMUNITY SERVICE OFFICE Ama flood, R. Albass Herilordshiro Herilordshiro 61. Albans 63332/56736 Tha St. Albaite Divisional Youth and Community Work Team requires as superionced YOUTH still COMMUNITY WORKEL In April to be repossible for fixe liargendes and the superior is 10-year-old purpose-built precise. Assistence with houselenging by hosefule. Ralety J.N.C. 3A, £3,426 to £3.404, julie £150 frings weighting, pine £312 amphicment. Further defells and applica-tion furms obletable from the Benter Youth and Consessity Officer. Alma Boad 61. Albane, 1crifordahre. Telo-phone. 61. Albane 63.332/ 169736.

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This is a woll-equipped Youth Clair with an osiculished norm-sership ont a good range of sclivities. The salary scale for both posts is flanged (CA,000 to CA,000 to CA Applications from quelified transfer will be considered in cact, case. Full details and shellrelien forms a valiable from the Ocrough Scientificor, Huyles liey Boad, 1001 480 6111).

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COMMUNITY of Turon required for summer term isturest to a full and youth work
ossential: teem of three. Selary: F.E. Lecturer I.

Closing date: Fobruary 24th.

LONDON, S.E.18
UNEENWICH YOUNG PEOPLES
THEATRE
Required for 1st May. 1977:— Required for 1st May, 1977:—
YOUTH LEADER
To assist the Sonior Youth Leader
In organizing and toking part in
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ARSISTANT COMMUNITY

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APT (£2.72) to £2.763) rising £312

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(2) MATHEMATE THE GEO-TRAPILY, BOCKAL STUDIES and BURLYPING.
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HAPPIN ACCIAL SILORES and BUNES/INCI.

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ECONOMICA PIC. ISNIOT FORMS ONLY! EGRATEO SCIENCE.

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The sbillty to teach more than one of the subjects above would be an advantage.

Appointment will be by the permanent staff or on contract which is normally for a period of three is normally for a period of three is normally for a period of three is normally for a period of the permanent will be alighed for the payment of the beautify of 20 per cent of the bontact whole is the tarms of the bontact whole is the tarms of the bontact whole is the tarms of the bontact.

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gosecoecanada de concentra de c CALADAR NICESIA Applications sto invited for the following (0.015): PRINCIPAL LECTURERS

1. ARCHITECTURE SENIOR LECTURERS/LECTURERS 2. HYDRAULICS & HYDROLOGY 9. AUDILING, ACCOUNTING 10. COST ACCORNING 3. HIGHWAY ENGINEERING

4. EANO SURVEYING 5. ELECTRICAL POWCR & 11. TAXALION 12. DATA PROCESSING & MACHINES 6. EEECIRONICS & TELECOMMUNICATIONS

11. BUSINESS & VOCATIONAL SYSTEMS AHALYSIS 7. QUANTITY SURYEYING R. BUILOING SURVEYING 14. TECHNICAL TEACHER

. Trailling SENIOR TECHNICAL OFFICERS Works and Maintenance

15. CIVIL EUGINEEBING 17. MECHANICAL ENGINEERING 18. TRANSPORT For ell incluring posts, a degree and appropriate professional qualifications will be required together with some years of lecturing ap to Higher Netional Olphome level in an issuituding higher adactation. All appointments can be made on a 2 year contract bacts.

SALARY RANGE: Inclusive of contract addition and

SALARY RANGE: Inclusive of contract addition and terminal grafulty.

Principal Lecturer—£9,400-£9,400
Senior Lecturer—£7,700-£0,400
Lecturer—£4,700-£7,600
Senior Tachnical Officer—£4,700-£5,700
Fringe benefits include housing, cer ellowance, pasages, blennial home leave and laave ellowance. Further deteils and epolication form by telephone or urgeni mall from: KENFORD ASSOCIATES, 46 Warren Road, Guildlord, Surray GU1 2HE. Telephone: Guildlord (9463) 68977. HYENVIEWS WILL TANE PLACE DURING FEBBUARY

ST. ANDREW'S SCHOOL NASSAU, BAHAMAS

An independent, inter-donominational op-educational school extering to 4 Sahamian and interactional stadent body. The echool is housed in stractive modes a buildings on a 30 acre site.

TEACHERS REQUIRED FOR SEPTEMBER, 1977

The Upper School

(350 on roll, overege cless size 25)

1. HEAO OF ENGLISH CEPARTMENT. To be responsible for day to day organisation and supervision of the subject throughost the Upper School, to produce the sohool magezine, and to lead a learn of onthusies in leachers in prodominently G.C.E. "O" and "A" level work.

HEAO OF SIOLOPY. To organize and leach the subject throughost in Upper School to "O" level alandard.

S. HEAO OF ART. To organize and tooch the subject throughout the Upper School to "O" level alandard and to establish the Middle and Lower Schools.

4. English (Forms I to V). 6. History (Forms I to V). 6 Girls' Physical Education. To sesial experienced Physical Edu-cation loachers at Primary and Saccadary Levels.

The Middle School (300 on roll, average class size 25)

7. Caneral Subjects, see renge 7-8 yeers. 8. General Sabjects, age tenge 9-10 years. 8. Genetal Sabjects, age tange 10-11 years. The Lower School

(225 on rott, everage class size 25) 10. General Subjects, aga renge 3-7 years. 1). Leader of the Lower Sighool. This is an administrative post with a responsibility silowence. The Departmental Leader is seponsible for one Recopilion close of 25 oblidions (4-5 years) until each middey, besides the general day to day organisation and twinding the department.

Minimum requirements for applicants

Posts 1 and 2: A odod degree, professional training and the years teceni experience.

Post 0: Recognized qualification and three years teceni experience. Fost 8: Recognized qualification and inrec yours recent expetience. Fosts 4 and 3: A good dayree, professioned training end three years recent experience. For eliker post, the ability to other e little of sither R.E., Feerch or Speniet world be an advantage. Post 8: Recognised three year professional training and three years recent leaching apparlance.

recest issching experience, Poststonet training and three years Fosts 7, 6. O and 10: Recognised teaching serillicate and three consecutors years tecent experience. Ability to play the place, and take music with their appointed year group is a requirement in ell lody posts. For post 9 like ability to leach beginning Spanish would be an edverninge. he en edveniage.
Post 1f: Professionally qualified and hol less than eight yeers experisace and with demonstrable ability to ples curriculars and

Salary Scales (at prasent under raview) Three year Toocher Training, 886,490-8811,200.
General Cogree with Teacher Training, 887,300-8812,400.
Hosours Degree with Teacher Training, 887,300-8812,400.
Hosours Degree with Teacher Training, 887,300-8812,000.
Annuel Increments: x 83300 to 8810,000 x 8840 to 8812,400.
Point of early dependent upon qualifications and experience. One increment given for severy years of leaching experience, up to employee the property of the country of 10 years.

There is no legome lax in the Schames. £1.00 squals B\$1.75 epprox. Housing Allowance

Single parson 821,020: Married person (one on siell) 821,320.

Married person (both as sierf) 831,740.

Air lare to and from place at appointment is paid.

The School is recognised for contilibutory nervice by the U.K. Capartment of Edecation and Science. Smployer's superathustion contributions, are paid by the School.

Two year contradic are offered to successful oppiicants.

Application forms are available from Mr. J. R. Close, 78 Heonor Road, Smalley, Derbyshire CET SDX, england. Please encides a stemped addressed foolspap envelope.

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United World Callege

of South East Asia

(formerly the Singapore International School)

The United World College of South East Asia acrepts children of a wide ability range, aged 11-18, for a vectordary education leading to C.S.E., G.C.F. D' and A' levels, the International Baccalanceate Diploma and suity to American Colleges. There are some 1,200 children on roll representing 40 maintantities, and herbuilding over 250 hearding students. There are over 90 leaching staff. The College is a full member of the United World Colleges Digawisation. A study and field work centre has been opportunities for complementary nordour education and original research to both students and staff.

Well amplified and experienced togetons of all not broughts.

Required to take responsibility for oversil corriculum levelopment and significantly supervision of the Departments of Art, Drama and Music. The Co-ordinator is Chairman of the unual College Arts Festival and prime mover in other cultural neithiles makide the classroom. There is a substantial but not full rime-table of leaching in the appropriate department.

Required to take responsibility for Music courses within the College Including those leading to G.C.E. and I.B. examinations.

A leacher with appropriate qualifications and experience is required to direct the Department and to teach remedial studies in class and clinic formations.

GERMANY

The Ministries of Education of Nordrhein-Wostlelen, Niedersachsen and Bretnen/ Oremerheven require Oritical leachers for the scademic year 1977/70 to teach English in decondery schools and Further Education establishments.

Applicante niual possess a University degree, e teeching qualification, leaching experience and a good knowledge of

£380-£465 per month peid in German Merke. Entry point depends on number of years previous full-time experience. An ellowance of £60 per month is paid to nierded teschers and £22 per month los each dependent child.

/OM 4.5 equale £1.) Salaries are Iree of German end British income tex for periods of 12 months and

Contraci Contracts are for one calendar year from August, 1977 (exect starting deles very eccording to Siele).

Teaching Load 20-23 45-minute class periods e week depending on Stele end echool type. Cleoses usually teko place in the mornings

Fereo to end from Germany et the boginning end end of the contract for teachers.

and their lemities are paid by the Centre.

tion of heavy beggege.

National Insurance and Superannuation The employer's contribution to the British Nellonel incurance echeme and Superennu-elion (where applicable) will be paid by

Teachers appointed are given detailed inlormotion about tile and work in Germany.
Briolings are held from April until June
in Grilein end Orientation Courses in Germany immediately before leachers go into

The Centre's Receitlement Cepsriment gives advice to leachers returning to leach or etudy in Gritein eller service in Garmany.

Service with the Centre in Germany is recognised by the Sritish Education Autho-rities ee full teeching service for incre-

For details and application forms: The Centre for British Teachers Limited (T4), Ouslity House, Quality Court, Chancery Lene, London WC2A 1HP, Tel.: 01-242 2982/5.

Primary School

Teachers

Successful applicants will be required to take up smployment

in January, 1978, for a two-year contract period. Attractive: conditions of service are offered together with the opportunity

Please write in the first instance for further information end an

The Meneger, Zambia Appointments Division, Zimco House, 129-139 Finsbury Pavement, London, EC2A1NA.

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THE UNITED ARAB EMIRATES-UNIVERSITY OF THE U.A.E.

Applications are invited for appointments to position of:

PROFESSORS, ASSOCIATE PROFESSORS AND

ASSISTANT PROFESSORS (Lecturers)

ARABIC, ISLAMIC STUDIES, ENGLISH, HISTORY, GEOGRAPHY, SOCIOLOGY, PSYCHOLOGY, EDUCATION CHEMISTRY, PHYSICS, MATHS, GEOLOGY, BOTANY, ZOOLOGY, ECONOMICS, ADMINISTRATION, FRENCH, STATISTICS, LAW, ACCOUNTANCY, POLITICAL SCIENCE.

Al ell levels, cendidetes muel heve Occiorele quellicellons in their respective lielde, native appakers of Arebio-(except for the dept. of English), and experience as regular teaching stell in cooredited Universities. In addition, quelified Librarian (with an M.A. Degree) is invited to apply.

Samollie : Tex free, tree furnished eccommodellon, free medical service, ennual pessege paid leeve, Car allowence,

MINISTRY OF EDUCATION, CULTURAL DEPARTMENT.

ABU DHABI, UNITED ARAB EMIRATES, P.O. BOX 295

N.B. Applications must reach the Ministry not later than the end of February, 1977.

The information regards scalary scale in evallable at the U.A.E. CULTURAL ATTACHE OFFICE.

elarting Sept. 1977 in the following departments:

to work in modern, well-equipped schools.

Applications should be sent with curriculum vites to:

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epplication form, quoting reference TE 391 to:

The Copperbelt Educational Truet has a number of vacencies for qualified teachers in its 8 echools in

Zambia. The Trust provides primary education for the

children of employees of the two major mining com-

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The schools are internalized and take children troug four to 14 years. Interviews will be held in London in April.

Lollers of application together with full curriculum vine, references and a August Jassapuri biolography should be sent to 18 Mas D. Milos, 12 G. Rus 2077. Startish, 17 A.E.

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Two-year contract renewable.

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Total annual renumeration in local allowance expelient to abolish insteller \$5,700-15,700 seering depending on qualifications and experiently two per result.

Please apply for application forms in Miss. J. 1. Pears, five-wors Laheadown Application in High Committee the partners.

Department, firthly Commits. 15, Daylos Street, Lumbon, Wiy 2AA.

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Well qualified and experienced reachers of all nationalities are invited in apply for the following posts which are othered for September, 1977. Where alternative scales are invited in scale will depend on the experience and qualifications of the soccessful candidate. Applicants should note that there are 5 scales for College teachers. In terms of basic salary per month in Singapore dollars, Scale 1 rons from 1050 to 1950 dollars; Scale 2 from 1125 to 2175; Scale 3 from 1275 to 2250; Scale 4 from 1575 to 2550; and 4 Singapore dollars to 11 Sterling. In adultion, Foreign Service and rem allowances are payable.

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Telephone III-shu 1701.

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Lette Intuder 1979, 10 Jun 1971. (3) English as a Foreign Language Teacher (Scale 2) To toke charge of EFI, courses within the Department of Languages. Write: Interscinol, Vigin GHERCE of PROFISH marks. Please with to 8, Straighth, St. Thessalouid, Greek.

(4) English Teacher (Scale 1 or 2)
Required to teach English Language and Literature to
at least '1) ' level standard,

(C) FACULTY OF HUMANITHES

(A) FACULTY OF AESTHETICS

(2) Head of the Music thepartment (Scale 3)

(B) FACULTY OF COMMUNICATIONS (1) Head of Hemedial Studies Department (Scale 3)

12) Mailiennalles Teacher (Scale 2 or 3)

(1) Faculty Co-ordinator (Scale 5)

(1) Paculty Co-ordinator (Scale 5) Required to take responsibility for overall curriculum development and membrisheative supervision of the Departments of Economics, Ethics and Philosophy, Geography, History, Integrated Sindies (in the Lower School) and South East Asian Studies. The Faculty Coordinator is expected to leach a substantial but not full thousands, up to Advanced Lovel, in one or more of the appropriate departments, and, if necessary, in take direct charge of mo of the Departments.

(2) Head of History Department (Scale 3 or 4) Required to take charge if the Department. Candidates should have a keen interest and substantial experience in the sundy and leaching of 20th Century listery, with particular reference to one of more of the Asiao regions.

13). History Teacher (Scale 1 or 2) Required in leach up to Advanced level, with on interest in soid some experience of the study and leaching of 20th Century history, with particular reference in Asia and/or a special interest in History in Integrated Studies programmes.

(D) FACULTY OF MATERIALS

11) Read of Physics Department (Scale 3 or 4) Required to take charge of the Department and leach up to Advageed level.

(2) Physics Teacher (Scalo 1 or 2) Required to teach Physics up in Advanced level. (3) Biology Teacher (Scale 1 or 2) Required to teach Blology up to Advanced lord.

(4) General Ocience Teacher IScala I or 2) Required to leach Blobgy to G.C.E. 'O' level alandard and Physical Science in the Lower School. Experience with less able studeois is desirable.

(5) Chemistry Teacher (Scale 1 or 2) Required to leach Chemistry to Advanced level.

Further details of the College and these posts may be

UNITED WORLD COLLEGES, LONDON HOUSE, MECKLENBURGH SQUARE, LONDON WEIN 2AB. UNITED KINGDOM.

little of application together with a full curriculum with and names and addresses of two referees, should be referred, should be referred, above address not later than Monday, 21

Theoretical will be held in London in late March and

Addis Ababa The Sandford (English) School

44 nationalities has a vacancy for a

DEPUTY NEADMASTER

Outres will include admissions, discipline (boys), drift rotes and the setting up of a guidance facility within the

The applicant should have at least len years' educathe highicant should have at least ten years educa-tional experience and lieve hold a position of responsi-hilly. Initial four of two years but applicant should con-sider the probability of at least two tows. Salary opprov. equivalent to \$5,600 to \$6,600 according to experience. Other conditions us below. Vacencies extel elso lor

an INFANT TEACHER a JUNIOR TEACHER

and in the secondary division for Teachers of ENGLISH AS A FOREIGN LANGUAGE PHYSICS to 'O' level MATREMATICS to 'O' level MODERN LINGUIST (FRENCH/ENGLISH) to 'A'

CRAFT AND ART GEOGRAPHY to 'O' level

Teachers, who should be qualified, ningli have four years' experience by tel Seplember, 1977. Saleries within approx, range £3,900 to £5,000 eccording to experience. Two-year contracts with free furnished eccommodation. Texalion at local reles (average about 16% +). Super-contracts eleginarded. Outward and return passages peld at beginning and and of contract. 30% of net Addis Abelo to termine.

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Pieses send e delelled curriculum vites by AIRMAIL to reach the School no Isler then 1st Merch, 1977 (U.K. elimsii lakeo spprox. live deys). Include nemes and addreses of two relevoes. Short-listed candidates will be interviewed in April, 1977. Applications should be BOX 30066 MA, ADOIS ASASA, ETHIOPIA.

MINISTRY OF DEFENCE



SENIOR TEACHING APPOINTMENTS FOR SEPTEMBER 1977

IN THE FEDERAL REPUBLIC OF GERMANY AND CYPRUS

Applications are invited from appropriately qualified end experienced teachers for the following teaching appointments which fall vacant in the Federal Republic of Germany and Cyprus in September 1977. The schools concerned calsr for the children of Stritth Servicemen and sponsored civiltees temporarily absent form the United Kingdom. All the United Kingdom and the normal pattern of education in the United Kingdom and are regularly visited by Her Majesty's Inspeciors.

Federal Republic of Germany

HEADSHIP Rocin Middle School, Laarbruck (Group 6) SENIOR MASTER/MISTRESS Queens School, Rhelodshien (Group 10 SECOND DEPUTY HEADSHIP

Cyprus DEPUTY HEADSHIP

Selection will be by interview and the auccessful applicants will be expected to take ap the appointments on lat Septamber, 1977.

OALARY—will be to accordance with the current duraham Scale E5,538 to 16,207 for Headteacher Group 6, 25,676 to 16,300 for Genior Master/Mistress Group 10 55,364 to 25,988 for Second Deputy Headteacher Group 9 and 15,052 to 15,676 for Deputy Headteacher Group 9 and 15,052 to 15,676 for Deputy Headteacher Group 9 and 15,052 to 15,676 for Deputy Headteacher Group 8 plus the 2312 a year pay supplement and the 1402 a year London Allowance.

SUPPERANNIATION—normal rights are affectioned. Pay supplement and the £402 a year London Allowance. SUPERANNUATION—normal rights ere safeguarded. PUREIGN SERVICE ALLOWANCE—a tex free allowance

is payable,

ACCOMMODATION—is rent free or an allowance lowerds reet is giveo.
DURATION OF ENGAGEMENT—initial engagement is for

3 years.

All applicants should cormally be resident in the United Mingdom. Teachers do not cormally sorre in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further details should be made on a postcard to t

Ministry of Defence CM(8)4L Room 343, Lacon House, Thoobaids Road, London WCIX SRY The closing data for completed forms is 4th March 1977.

WESTERN AUSTRALIA

LECTURER IN ART EDUCATION £8,490 to £11,352 MOUNT LAWLEY COLLEGE

OF ADVANCED EDUCATION

Applications are nevited from persons with economic Applications are revited from persons with scanfornic qualifications and experience suitable for the above position. Mount Lewley College is situated 2) unlession the centre of Perfit, the capital, and is concerned chiefly with the preparation and continuing odication at leachers but will diversity its courses in accordance with community needs and the concept of advanced

The appointee will be selected according to shiftly to innovels and to leach within the ronge of aludies obtained by the Department of Art Education. These include our cultum studies, visual communication, the philosophy, sociology and comparative atudy of art and crell in advantation and a range of studio disciplines and art/orell workshop activities.

Applicants should be qualified trachers and hold scademic everde appropriste to teaching at undorgraduate and post-graduate levels. A opeoletized knowledge and expertise in the use and education application of audio-visual art lectiniques would be an edventege.

The color range is from \$13,519 to \$18,078 (Australian) and is presently under raview.

Applications including curriculum vitae and names of litree roleroes, and inquiries concerning the conditions of carvice, should be directed to:

Migrellon Lialson Officer, Wealern Australia House, 115 Strend, London WC2R OAJ, Telephone 01-240 2861.

Applications close on March 14, 1977.

The British Council havion applications for the following posts t

Specialist in Language Teaching Methodology (Specialized Uses of

Language) (Singapore)

Southcest Asien Ministers of Education Organization Regional English Language Centre Regionol English Language Centre

Postgraduete quelification in applied lioguistics, second/foreign isognogo teaching or an ollied field and leaching exporience at school and university levels essential. First degree in literature and experience of research in motorials development desirable. Preferred ago range 35-50.
Solery: f6,638-£8,350.
Benofits: free accommodation; oversess and children's ellowences; other benefits. Two year coolrect. Temble Juna 1977 or earlier.

Adviser in English (Nigeria)

In Service Training Centre, Ministry of Educeling,

Curriculum Development In Service Trainleg and Materials and Test Preparatioe. First degree in English or Modarn Languages, PG TESL qualification, at least 5 years' TESL experience in an edvisory or supervisory copecity and ELT writing experience all Selects.

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Salary (£5,210-£6,026.
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Benefits: froe accommodetion; ovorseas and children's ellowences; other benefits. Two year contract. 77 TE 1

Specialist in Instructional Materials. in ELT (Thailand)

Chulalongkorn University, Bangkok Graduates with relovant PG qualifications and experience (et least three years).
Salary (£5,210-£6,026.
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Education Officers (Tutors in English Language) (Tanzania)

Colleges of National Education (four posts) Colleges of National Education (four posts)

Dagree and TEFL qualification and three years'
teaching experience essential. Relevant MA and overseas TEFL experience desirable. Knowledge of Swahili
an advantage. Preferred oge range 30-45.
Selary: £5,210-£6,026.
Benefits: free accommodedon; overseas and children's
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Return fares ero paid. Local cootrect is guoranteed by the British Council.

Bioranteed by the British Council.

Please write, briefly sloting qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London Wi V ZAA.

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Education Department Careere Servics

CAREERS OFFICER

£3,366-£3,702 (+ £312 pa)

Irgining for the Youth Emptoyment Sarvice.

Required to work as a member of a team responsible for the full renge of careers work in schoole and colleges of turihar education. Should possess greduate or coinparetile quelitications and have completed full line

Application forms and further particulars may be obtained from the Chief Education Officer, Education Offices, Leopold Street, Sheltield S1 1RJ (quoling relerence ST/P/CW). Applications should be returned within 14 days of the appearance of this advertisement to the Chief Personnet Officer, 2/4 Metilde Street, Shetheld S1 400.

ORGANISER

ADULT LEISURE ACTIVITIES

South West London (Wimbledon) Y.M.C.A.

To organise and develop e comprehensive programme of Adult Leisure ectivities emong e membership of approximately 1,500. The successful applicant will probably have had experianca in the fields of Adult Education and/or Community Centres.

Selery (according to experience) bul not lass than £3,250 p.a. (including London Weighting).

Assistence with housing for the right person.

Deteits end application terms from: Y.M.C.A., 200 Groadway, Wimbledon, S.W.19.

THE BERMUDA HIGH SCHOOL FOR GIRLS

requires for Septembar, 1977, tuli tretnad, quelified end preletably expatienced feachers for the following posts:

1. Commercial Subjects:

to leach typewriting, Pitman Shorthand (a knowledge ol Gregg will be en edventege), Rookkeaping and Ollice Practice in the Middle end Upper Senior

2. Latin with History and/or English:

to lesch Latin to G.C.E. 'O' levet and North American University entrance etandard logether with some History and/or English in the Lower Senior School.

3. Physical Education :

to teach the subject throughout the Junior and Senior Schools. Applications with curriculum vites, lestimoniels and names and addresses of two ratarias should be alr-melled immediately to the Headmaster, Tha Germuda. High School for Girls, Pambroke 5-34, Garmuda.

Interviews for shortlisted condidates will be held in Con-tral London on 4th end 5th April, 1977. Further delette about the School in general and the posts in particular will be sent on racalpt of application,

19th February, 1977.

ieacners

There are a number of vecenoiss in the Civil Service of Nigeria for teachars in all disciplines. A Recruitment Delagetion wilt soon be interviewing candidates to fill these

conditions of earvice. Interested candidates should collect

or write for application forms from the Nigsda High Commission,

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9 Northumberland Avenua, London, W.C.2. Completed torms

should be returned to the High Commission not later than

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ADMINISTRATION Lucul Educution Authority

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Applications are usified from Applications are divited from qualified persons.

Salary will be within, the Salary will be within, the Salary will be within, the Salary will be supplemented to \$12 per agents and London certaining \$205 per antiquities until the care allowance, legal and removal expenses in appropriate tales.

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Application toms and inflict details simile be requested by posterior from D. H. Hoard, M.A. Socretary in the floored, tyon floure, 1b Wandsworth Hilb Street, Lotten SW18 H.I. to whom completed application tomes should be returned not later than J. April 1977.

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> CITY AND GUILDS OF LONDON INSTITUTE

EDUCATIONAL ADMINISTRATORS

These are internating posts carrying responsibility in arimhusication within the linid of technical and business artication. They call for relevant educational matter informations opposiones, including

We havite applications from moner women, aget 25-35. The aniary will initially be in a seele rising in C3.784 per annum. The starting point would be dependent upon the eundidnie's age, quelifications and experience. The poste are reneronable and offer experience for the poste are reneronable and offer experiences. opportunitios lot further prograss.

An application fornt may be obtained from the Pareonnal Oilicar City and Guilds of London final tute, 48 Srilennia Stroet, London WC1X 9RG, end must be raturned within a terinight of the eppear ance of this edvertisemant.

THE ASSOCIATED EXAMINING BOARD

STATISTICS OFFICER

Applications are invited for the post of Statistics Officer in the Statistics Department of the Research and Statistics Division at the Board's offices in Aldershut, Humpshire. The Department is concerned primarily with the compilation of data releting the GCB examinations, the preparation of these finite for stabilities of the provision of statistical services generally within the Board. The Statistics Officer, es flowd of the Department, is Statistics Officer, es flowd of the Department, is responsible to the Director of Research who is Head all the Division applicants should be graduated in Mathematics of Statistics and have a sound knowledge of computing techniques. Experience in the application of statistical techniques in the field of education would be adventageous.

of statistical techniques in the field of education would be adventageous. This appointment will be on a solary scale of £4.31 It is appointment will be on a solary scale of £4.31 It is appointment will be on a solary scale of £4.31 It is stated with the Association of University Teachers allened with the Association of University Teachers scale points 8 to 15. The sterting point on the states will depend on age, quelifications and experience. Further information, tugether with an epplicated Further information, tugether with an epplicated Form, may be obtained from The Petsonnel form, may be obtained from The Petsonnel form, wellington House, Station Road, Aldershot, Hampischer GU11 1BQ, to whom complained furms of application must be returned not later, than Friday, the Merch, 1977.

Islington
Social Services

SHARING III A SECOND CHANCE FOR THE

MENTALLY HANDICAPPED TUTOR/ORGANISER

Sociel Development Centre

An Urban Ald grent has merle it possible to establish a unit which will ofter the opportunity to young, mentelly handicapped edults of axiending their education beyond the acope of Special School and Adult Treining Centre.

The Sociel Development Centre will ofter an intensiva, The Sociel Development Centre will ofter an intensiva. 12 month course for groups of 12 meture students in the 18-25 age group. Its aims will be to turther formet educational attelnment, personal/social devolopment and to equip students with the tools to build an enhanced quality

of life.

The Department seeks a Tutor/Organiser to liefp salablish and run the unit. Applicants, praferably experienced
teachers, will lieve a commitment to the broat social
aspects of education, preparedness to operate outside
normal school hours and the enthusiasm to introduce
fresh and exciting idees to this experimental project.

Salary—(A.P.5!—£4,572-£4,842 inclusive of supplement and London Weighting.

For application forms and further pasticulars apply to Director of Social Sections, London Borough of Islington, 17 inlegion Park St. London M1 1Q1 101-359 3535, es1 207), quoting reference SS/AS/61. For informal inquiries contact Christopher Conway, 359 3515, esi 294. Clusing date Feb 25, 1977.

EOUCATION DEPARTMENT

SPECIALIST CAREERS OFFICER

Safety A.P.5 £4,422-£4,692 inclusive

Applications are invited from qualified experienced Applications are invited from qualitied experienced careers officers willing to sesume particular responsibility for youngsters from immigrent homes, sepacially fluce experiencing difficulties because of social disedvantage, limited educational attainment, longuage difficulties or a reluctance to use the elminory services. The post-holder will operate from a carears office "base", but be expected to spend considerable fina in Irevelling, in Italeing with youth, social and community relations workers, and in seeking out young paople who are particularly at risk, Generous relocation expenses svallable.

Additional Information and application feathr from the Administration Manager, Room 708. Brent House, Him Road, Vembley, Midda, rejurnable by 24th February, 1977. Lefephore 61-903 6371 124 hour Auspiene seirke). Referenre number E/B/D m: .1 ba quoled.





LONDON BOROUGH OF BARKING

Education Dopartment

Chief **Education Officer**

Salary £10,443-£11,217 per annum inclusive. Lump sum car ellowenca of £402 per annum.

The essentiel requirements for this Chiol Officer poel are a degree, relevent feaching experience end considerable edministrative experience et a senior level in the education eervice.

Application letms and further particulars obtaineble from the Town Clerk, Civic Centre, Daganham, Essex RM10 7BY. (Telephone 01-592 4500 Ext. 216).

Closing dele for completed forms 7th March, 1977.

METROPOLITAN BOROUGH OF STOCKPORT

ASSISTANT PRINCIPAL CAREERS OFFICER

£4,239-£4,842+£312 p.a. supplement

The Cereere Service terms part of the Professional Services Department. The main duffee are to essist the P.C.O. in the edmini-stration of the service (with particular responsibility for staff training), and give vocational guidence in schools but with a reduced and services.

but with e reduced case load. fideally, applicants should have experience of advising those bound for Higher Education end heve good elfound experience in the Careere Service. Supervicory end leadership experience and some posteral insight would be an education.

The officer will be expected to have a valid driving licence and to own or purchase a car (exsistence evallable). Recayof, disturbance, furnishing and car ellowances also available.

Application forms end further details from the Director of Education, Town Hell, Stockport, to be returned to the Director of Education by 21st February, 1877.

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Commoncing salary will be dispersed in the Age, experience and qualifications. i urther details may be ob-lained by telephoning the Head Teacher (Shensione 4803601). Application forms are available from the Director of Education, J. U. Ox. 41. High-linids, Italia Mrcet. Wast from with 17th Bill. and should be referred within 14 days of the appearance of the advertise.

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BELFAST EDUCATION &

LIBRARY BOARD

Applications ors invited for the post of

Chief Officer

which will become vacant on September 1, 1977, on the religement of the present Chief Officer, Mr W. C. H. Eakin, MSc.

The Chief Officer, who is elso the Chief Education Officer and Sacratary to the Board, is responsible for coordinating and directing the ectivities of the Board in relation to the provision, maintenance and directing the extension and library control of the character and library controls.

including youth service activities in the Board's

The Board, a corporets body, is the education and library activity for the Balfast area, the area encompassed by the Belfast City Council. The population of the area is approximately 370,000, of whom about 82,000 are children of compulsory school ege. Candidates for appointment must hold a degree or such other professional quelification as is, in the opinion of the Board and the Department of Education, squiveless thereto, and should have an axtensive renge of experience at an appropriate level in public service administration. Preference will be given to candidates with experience in educational administration.

£10,908 by £258 (3) to £11,682

Further information about the appointment is evailable from the Personnel Officer, Board Headquarters, 40 Academy Street, Belfast BTL 2NQ, telephona Belfast 29211.

The closing dote for receipt of completed applications is 4 pm, Friday, March 11, 1977.

The salary scale for the post is

The Institute will offer Degrees/Dip. H.E. in addition to Teacher Training Courses.
Responsibilities of Chief Administrative Officer will include oversight of non-teaching staff and of linance and administration of the institute and Clerkship of Governing Rody. Statistics for the modernment of the district the undersigned and blood from the undersigned and blood for collined from oblives. It is a like the collined from the like the NEWCASTLE upon Type Substantial exponence in a sanior administrative HAIV OF CAMERICAL MUSIC: cepacity rerjuited. Appointment to be meda ahead of inception of inception of

Further detelle end application forms available (stamped eddreseed envelope) from Acting Clerk to the Governors, 5 East Pellent, Chichester, Sussex. Closing date: 2nd Merch, 1977. MALE NON-RESIDENT

band instruments.

Applicants should preferably have problems in the state of the s CHILD CARE WORKER SIR CYRIL BURT OCHOOL This echool is a co-educational all-age school, situated in a pleasant open residential area and providing both day and residential facilities for maladjusted children.

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PEXLEY CEXLEX ILOUGH Horizon I Loudon Horough of Hoxiny Socks part-line loachers of Miring, wood and brass instruments. Opportunities for participating in flourishing missical life of Populari, and for loaching and groundering at the Ballowette. Mileago Silowette. 1.4.4. E.T. Aperiance with returning allowetters, kdal fees and distinguished and the light and allowetters.

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PSYCHOLOGISTS . ASSISTANT COUNTY EDUCATIONAL PSYCHOLOGIST

(based at HITCHIN) pulbury scale 28,801 to 27,426 (inclusiva) The is a senior poet certying responsibility for the aupport of other professional stell and for the provision of spacialist knowledge in the treelment of sensory handloaps and learning difficulties.

West Sussex Institute of Higher Education

ADMINISTRATIVE

(£6,564 + £312 lo £7,074 + £312)

Orchard Road, Sacksnham, Kant

Applicants should have sound experience of residential work and be able to feke charge of the school residential units of 25-30 emotionally disturbed children. Two days of per week and usual school holi-

in an oppropriate case assistence towards housing wiff be provided for which an economic reni will be

chergad.

Salery Scsis: R.C.C.O. 6 (23,983 p.a.-24,412 p.e. Inclusive of London Weighting and Flet Rate Supplement).

Contact the Haad Toacher, Mr. Alen T. Hughes, telephons number 01-777 931 f. for further information and an appointment to waw the echool. Your application to include details of present and past amployment, quotifications, ralevant experience and the transes and addrasses of two relareae should be earn to the Head Teecher by 21st Fabruary, 1977.

HERTFORDSHIRE COUNTY COUNCIL

EDUCATIONAL

CROYDON

CHIEF

OFFICER

(New Voluntary Institute incorporating Bishop funer end Bogner Regis Colleges of Education, to con-mence existence in September, 1977.)

. EDUCATIONAL PSYCHOLOGIST

(besed el STEVENAGE) Soulbury scale £4,212 lo £6,972 (inclusiva) Selary offered will leke account of quelifications and

Candidetas must peesese en Honours dagree in Peychology or ite equivalent approprieta clinical training, teaching experience and experience as en Educational

Applications by latter to County Education Officer (Ref. AFB/613), County Half, Hartford, from whom further intermation may be obtained. Closing data 1 March, 1977.

CITY OF MANCHESTER

EDUCATION COMMITTEE School Psychological and Child Guldanca Service

Educational **Psychologist**

Selary Scals : £5,832-£6,972

A vacascy exists for a basto grade Educational Psychiologici in a service which has recently been reorganized.

The service is a large one; single, multi-disciplinary, wide ranging with significant developments atoo, in a mejor education authority, in addition to the insuel duties, responsibilities and opportunities of an Educational Psychologist there is a real opportunity for initiative, continuous professional Cevelopment and a high tevel of job esticiacion.

of job satisfaction.
Candidates should peasons:
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(b) a facable; quelification
(c) not less from two years teaching experience
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Application forms and further particulars from the Chief Education
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forms from: The Warden, O.B.M.S.
Isskiden, Hounfook, Cumbria,
GA14 1712.

Directorale of Educational Services Register for Teachers

Reference ET 2777/TES The Authority is lo prepare a register of teachars, from which appointments to teaching posts, as vacancies occur, will be made. Any final year college of Education student, post-graduate student or any qualified leacher at present unemplated with the mide. present unemployed who wishes to be considered for inclusion on the register should opply on an application form, available from the Stating and Training Unit, Directorale of Educational Services, Provincial House, Tyrrel Street, Bradford BD1 tNP. ha closing date for applications will be 25 February 1977.

> City of Bradford Metropolitan Council



Metropolitan Borough of Rotherham

Department of Libraries, Museum & Arls

LM21 SENIOR KEEPER

EDUCATION AND EXTENSION SERVICES

Salary Scele : 8.0.1, £4,239 £4,545 p.a. "plus £312 p.a. supplemen)

Must be imaginative and energetic to take responsibility for the promotion of the educational activities of the Museum and the Art Gellery; to oporate and develop the School Loans Service; and to deputies for the Principal Officer—Museum and Exhibitions. The person appointed will be a graduate with taching qualification and/or the Museume Association's Diploms (preletable specialising in aducation services); and will probable

have previous experience of similar work.
Closing Date: 20th March, 1977.
Application forms available from Principal Appointments Ollicer, Council Ollices, Grove Road, Moorgele, Rother-ham S60 2ES. Rotherham 63211, ext. 26. F. W. ELLIS. Director of Personnel Resources.

English as a Foreign Language

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Treffer applications from TLACHLUS of LNGLEST as TORLIGN TARGOTAGE for the following positions: TEMPORARY 11713 and PARITHERN HARRING STRUCKS Aberling July 4, 1977;

An application toric and compre-honated information about the actions will be sent on request.

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E.F.L. TEACHERS E.F.L. TEACHERS
Hequitud for renflornial positions
ducing July and or August. 1977.
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The contract of the contract o

JAMES

4 -1

Robin Wood on 'Carrie'

Corrie simultaneously confirms the signilironce of two inscincting cineral photomenear in the recent davel option of the American horror filw, and the career of Brian id Pulma.

With Blood Sisters, Obsession and Corrie (a vrilogy of variations on Mitchcock, releting to Psychio, Vesting and Miratia respective of the most distinctive and respectively. The most distinctive and respectively and overr interact (e) large annual photomeneary American cheaning in the conventions of a gonce on the technique of a garticular director. Mony films how located Hitchcock and remoined force. That first thing that stricts one about de Photocks stylistic one bout de Photocks stylistic one bo

whose cool, enelytic emphasis on educational management contrasts with Fisher's own human, more in-formal atyle.

Challan—a coilege of education lecturer with wide teaching experience—has captured the human conflict that frequently accompanies such reorgenizetion, arising from the educationel arguments from change and yet effectively underminlog them.

The first part, First Day, drew upon the dramatic tension inherent

British Museum until June 26.

In the Elysian fields

Ouestions and no answers

|Folk-hero revived



That much-loved folk-hero, Richmal Crampton's William is currently be ing brought to life oguin, this time in an adaptation by Keith Dewhard for London Weekend Television (Similar nfternoons at 4.30). The period detoil can searcely be faulted; Adrian Dannatt makes a wee recognizable William; Hugh Cross, Simm Chandler and Diono Fairle play the other close incumbers of his family-and Diana Dore it due to

appear later in the series as the unather of Vinlet Elizabeth Bott.

Scattered riches

John Peter on 'Tales from the Vienna Woods'

Oddn van Harrúth was a Hungarian he elther touched on lightly

Oddin van Harrûth was a Hangarian born in Flume who wrote his plays to German and died in Paris in 1938 aged 36. Tules from the Vicinita Il'onds (Nationai; translated by Cheistopher Hampton) could be subtitled "the indiscret charms of the petite hanggolise", for the charmeters of this muscular, witty, meven and onjoyabie play ore shapkeepers, drifters and adventurers.

It is also a young man's play written when Horvath wow 29, and It brisules with intelligence, indination and a certain unuant of indecisions. It renainds you of Weickind who portrayed people with the same sort of inasporing, dispussionate savagery spiked with merciles shuth. It renainds you of Arthur Schultzler: Horvath has the same way of turning a honai tale litta e sophilaticated weapon of obliquo sociul indictument. Hu hes, too, the aone cool, unerring understanding of the puins end exaltations of fovo and lust in simple and ordinory people, Firally, the play moves with the tough leisurelinoss of early German epic theore us abaped by Brecht and Zuckmayor.

So much for putting it in context; but none of this abould moke you think thet it is a derivotive pley.

How the different and the clumber of his abould moke you think thet it is a derivotive pley.

How the different and the clumber in the clumber of his abould moke you think thet it is a derivotive pley. Christopher Griffin-Beale on 'Headmaster'

Hoedmaster, the elex-part oeries by John Challen which storted lest Monday (BBC 2, 9.00 pm), epreng from the auccoss of his alagle pley of the sama namo obout Ted Fisher, the head of e secondary modern boys' achool who fells to get the hoodhip of the new comprehensive formed by omeigemetion with the boys' grammar up the roed. This series of follows him now he has accepted the lieadship of the lower school (occupying his old buildings) under his successful rivel, Russell, whose cool, energitates on daventurers.

It is also o ynung man's play, withen when liouvith wins 29, and it follows him in moke o school what it is. Chollen's observations of teachers in the win noke o school what it is. Chollen's observations of teachers by Rolend Joffe's direction end most of the performances, conturing the stifled humiliteiton of a men who feels his most cherished values been rejected. Fisher was a long-sive principle, but so his dedicated deputy. Ted Phillips (Colin Dougles) the lieadship of the lower school (occupying his old buildings) (comprehensive, Fisher's talents ere found wanting.

The conflict between Fisher and Russell's considerable potential.

The conflict between Fisher and Russell's considerable potential.

The conflict between Fisher and Russell offers considerable potential.

The conflict between Fisher and Russell offers considerable potential.

abaped by Brecht and Zuckmayor.

So much for putting it in context; but none of this should moke you think that it is a derivotive pley. Horvath has a distinctive volce: aherp and direct, full of feeling and utterly unsentimental. I don't think the quite mede up his mind whether he wanted to be a photographer of a desperate society or a sociel commentator on its ills and bastinesses. The balence in this play is a tittle uneasy sometimes; and I was firtted uneasy sometimes; and I was firtted by those moments in Meximilian Schell'o production which tried to make Horvath's mind up for him and heavily underscored things that The confilet between Fisher and Russell offers considerebie potential for the rest of the series, though it promises to he more subtly delineated then the cericatured description offered in staff-room discussion: "Peternei Floher versus Concepts Russell". The series' focue indicates the balance of sympathies in fevour of Fisher's approach—the gentle encouragement for the industrious young teocher, the sympetbetic concern for the sby new boy at the ochool-

Great oaks from little acorns

Idealism versus utilitarianism

Michael Church on education debates

The Question of Education, BBC 2. charter", extelled the "cultural Pebruary 3. The Education Debate BBCI late on Tuesdays, repeat BIIC2

Education may not be getting a particularly good press, but it is getting a mure interesting one than

got a few years ego.

Heart for years ego.

Gone—or at lesst going—are those uncertical puffs which used to be occorded to utapium experiments. Gune, too, is the implicit assumption that teachers, once hield, might follow their personal distributed intentions wherever these didactic inspirations wherever these might lead, irrespectivo of crude phiogs like "results".

We are now witnessing an exhila-raing clash. The ultimate effect of the Plowden repurt was to send ideo-logical ripples through oil levels of education: it is a fair bet that most young teachers' ingrained raflexes are imbued with change sixtics idealism to cope with the seventles willtarlanism which the outside

dilitarianism which the outside world is foisting on them.

Last Thursday's filmed alcoute, The Question of Education, offered for more than the trailitional pitched battle between naive left and fundamentalist right, oithough both camps were well represented. There may have been significant taps in the cross-section of society which Robin Day had assembled for the occasion, and Mr Doy's translocative technique certainly inthibited any very searching discussion, but the net result was a useful widnowing out of thise "issues" which mattered less from those which finally seemed to matter

The debate was planned around inces questions: I fuve standards fallen? How can they he improved? What are schools for? The first was wickly shown to be manswernhe: the second was shown to beg the third; the third itself shattered into

The grian-foced group of representthives from industry wore in little doubt as to the chief purpose of school: it was only through experts whit we were going to survive, and the wide-eyed psychologist from North London Polytechale was nisu in little doubt: schools should faster a "capacity for wonder", and the ability to a cars.

Sem Fisher, of the NUT, talked bout-political and morni education, and about the need to chicate childles for a future "oge of lolsure". A sixth former labelled exams "elitht". Stuort Froone, of Black per famo, mode impassioned speaches about spelling mistukes. Norman St Julin-Steves, delicate and Stuart Mechane before him, Mr Bell will doubtless he ottacked.

inportance of Christianity", and devoted a lot at energy to provoking Shirley Williams.

Otherwise some bighly pertinent things were said. The secretory of un examining board emphasized thot employers' dissatisfaction with inchange with the secretory of the secretory with inchange and secretory with the secretory of the secreto

thot employers' dissatisfaction with job-applicants' literacy and numeracy orose largely because they were now having to select employees from different ability groups. Another examiner conceded that standards had not fallen interns of children's speciolized knowledge, but she nigned that the level of their general hackground knowledge had dropped catastrophically, as had their powers to communicate through the written ond discussed, as well us the con-sequences of mented ill health to family and social relationships.

Selection of muterial and level of presentation cause difficulties for ony sorica which hopes to uppeal to communicate through the written

word. Shirley Williams ably sketched out the way our callication system has developed during the post 30 years, and described the two population shifts which had a bearing on those much fought-over standards. First, many more of the closurest children now went into cloverest children now went higher education. Secondly,

higher education. Secondly, the youngest and most enterprising porents were now tending to leave the big conurbations, with predictable effects on literacy statistics. If Mes Williams was cureful not to needed to demands for a commoneouse curriculum, it was left to William Toylor, of London University Institute of Education, to point nut that in effect we already had one. Much was mude, notubly by Sir Alex Smith, of the need for teenagers to be taught the digalty of a career in lutiustry, and it was left once again to Dr Taylor, and to Stuar Machine, of the Tes, to huminer home the fact that the to huminer liome the fact that the industrial trainers had themselves to blame for their present low repute.

One uspect of the discussion was in retrospect remarkable, even his-toric. The concept of social class was scarcely mentioned (though it should be milited out, in foirness to them both, that notifier Belan Jackson nur Eric Milwinter was

present).
Meanwhile, every Tuesday night ond following Monday ufternoun The Education Delane runs its serial course. This week's here was Robert Bell, a lecturer in education at the Open University, who ergued cogently that the education sysicm gives too much power to

sysicm gives too much power to the tenchers.

After drupping in on the Tyndole dispute, Mr Bell gave a potted history of changing views of the teacher's function during the post 100 years, from payment by results, through Matthew Arnoli's countervalling crusade, to the sociolist dream-come-true of Burston Strike School.

Next week like Sir Alex South

Michoel Totton surressfully halanced the arguments, and Breckou's brisk presentation helped to offset the potential heaviness of this kind of programme, contributing to a useful series for the intelligent Next week, like Sir Alex Smith

suicide with knife and fork dig one's grave with a koifo and from the treditional dillers such as fork. We ere reminded, that to be smallpox, towords newly discovered by the Health Education of the property of the state of the small of the state of the s

Briefings

Radio and ty

Broadcasting/Films/Briefings

stories were albayed to speak for

Doctor and Patien) (Rudia 3 18.30) follows States of Mind and, i

it uses documentary technique with the same effectiveness, wil

also satisfy o real need. The nim is to help the public, ductors and community health workers to make better usa of medical and health

services by examining the role and responsibilities of general practi-tioners, community health centres, hospitols and other specialist sup-

The experience of parients one doriors will be used to illuminate topics such as good doctor/potient relationships, the ways in which such relationships can be improved,

officers for environmentel itselfit face a new problem; now that epi-damics 'ure so scarca, they have little exportence in deciling with

The final progremme exemined

Dark side of the mind

Colin Marcs on medical programmes

rollength and a sense of genuine involvement with problems of mental
health and mental illness.

The charity and honesty of the
presentation must have led to a
deeper understonding of what is
meant by depression, againty stutes
and other mental blackers.

and other mental illnesses.

The programmes, based on a wide range of carefully produced interviews with people who were suffering and had suffered from mental illness, also included the views of psychiatrists.

psychiatrists, psychologists and uther professional workers. The main topics covered the nature of mental health and illness,

its causes and symptoms, and oc-counts of this kind of suffering. Various forms of tremmen and

Various forms of tremment and their effectiveness were illustrated

to a general as well as to a profes-slonol audience, Although it was the first indio series to ottempt explann-tions and descriptions of mental health and mental illness, States of Mind succeeded admirably.

Hozords, the further education scries which has just finished (Thursdoys, BBC Rodio 3),

The series soherly concentrated on several specific threats, includ-

ing microhes, heavy metals and nurlear radiation, cansidering bow their risks can be assessed and com-

buted, sifting the conflicting erginents, recognizing the difficulties of collecting evidence to illstinguish between dattgerous and acceptable lavels of pollution.

Though the sories did not ettempt links between the discrete risks, this

complexity emerged as a confining

This kind of survey can be abused, os one interested contributor did in the politically sensitive field of aucleor power, using the sophistic argament: "All life involves risk, I could have been

mocked down coming to the studio

But, sa presenter Bill Breckon risk of pointed out, this is no argument for committing us to enother risk. Comments with existing "ecceptable" British

onil aofoty.

Living dangerously

Further education of several series in "Lifelines" explored while common pirfulls many listeners much assent in formation and a sense of geometric graph and unnecessary explanation volvement with problems of the second line where skills the second ware skills to a sense of geometric transfer of the second ware skills to a sense of geometric transfer of the second ware skills to a sense of the second ware sense of the second and general interest

Hoppy Return (Sunday 10.10 BBC), Some of the thousands of guotien who return to work each year disreasons for wanting to work and how they go about retraining and dealing with their families.

Trade Union Studies (Sonday 11.25 BBC1, Wednesdoy 19.05 BBC2)

Dovid Besnett, general secretary of the General and Municipal Workers Union, explains the sarial contract to his union's stewards at their training college. Subsequent questions are posed on rising prices and amemployment.

Your Move (Sunday 12.10 [tHC] Thursday 19.05 BBC2)

Could Mrs Hudson, the house-keeper, have enything to do with the Volentine Shorlock Holmes re-celvos? Fenello Fielding, Terence Alexandor and Julian Holloway oppear in a skatch to help odulis with reading and writing problems,

and new developments in com-munity health. The programmes are presented by Dr Bill Dolman. Other People's Children (Sondoy 13.25 BBC1, Tuesday 14.15 BBC2, Thursday 10.48 BBC1) Scries such as these treor the generol distener es an intelligent and responsible being and so are of considerable valua for individual listenera and for classea in general and social studies as well as for professional courses. "Spoce and Time" features three childminders and how they organize their time eround their work. Can housework be done with youngsters in the house? Should they be ollowed in every room?

Images for Sale (Sunday 23.05

A hand peinted sign outside a cottage offers "eggs for sale", but are they freshly iald free rango eggs? These four progreomes look at techniques used in odvertising end commorcial art.

Doctor and Patient (Monday 18,30

One interesting foct emerged: the successful treatment for Gruhant Platt, the Porton Down doctor who recently cought Marburg's disease included experimental drugs and 40 days isolation and cost £250,000.

The programme on heavy metals examined the risks from lead, mercury, cedulum and nickel, There is strong avidence of a correlation between high lead lovels and brain damoge, and behavioural difficulties in urbon children could be connected with land levels.

The final programme examined the Signs (Tuesday 15.00 BBC 2)

An investigation into the use of

the most controversiel topic: nucleor radiulon with emphasis on the plon for expanding the plant for re-processing nucleor waste et Windscale. We lower thow the balance of concern about radiation had chifted over the years from the threat of hereditary damage to the risk of concern Parents and Children (Tuesday 18.30 BBC 2) Five progremmes compare entitudea to child reasing in China, Sweden, Israel and Russie.

Engineering Croft Studies (Wednesdoy 9.15, Fridey 12.00, BBC 1)
Three progremmes for City and Guilds students on the principles of joining, Welding end soldering ere shown.

But, so presenter Bill Breckon pointed out, this is no argument for committing us to enother risk. Comporisons with existing "ecceptable" levels of risk can suggest conflicting conclusions.

Generally, Breckon and producer Michoel Totton surressfully halanced the arguments, and Breckon's brisk presentation helped to offset the potential heaviness of the seed of the potential heaviness of this kind of programme, contributing to a useful series for the intelligent hymon.

The programma on microbes, or disease-carrying organisms, emphasized how the donger has shifted Focus (Wednesday, 14.40, Thursday, 11.58. BBC 1) Charts end diegrems are used as e precise wey of cooveying informetion. These progremmes look at why people mistrust them and how they con be beet presented.

escaped.
The heat generated by this control of the English Novel Abroad (Thurstonersy burnt through the other wise fair structure that the series versity, introduces the Nigerian provided.

For the first problems are dependent on the first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are constructed by a first problems are constructed by a first problems. The first problems are constructed by a first problems are

STATE OF THE PROPERTY OF THE P

a pupil of Tassi'e end hed returned to Nency for two years to essist Claude Deroet on fresco work. Once in Rome. Cleude's reputetion seems to heve grown repidly; emong his patrons were the King of Spain Philip IV and the Barberini Pope Urban VIII. The rest of his life was spent in working for princes, cardinels and embassaders.

It was this immense popularity which led to his work being architectural ruins perhaps just a ministed by less relented cartists.

To guard egainer this, Claude io in the foreground, and biblical figures. To guard egainer this, Claude io in the province of all his major works. This complete project was bound into a book which, with Claude's definites to the landscape and ministed on the reverse of on early of the drewings, forms an invelueble chrocological record of his work as e whole end the provenance of the related paintings. Now, at the British Museum, It can be seen in its entirely for the first time.

The drewings testify to Claude's confrontation with the rest in the surface of claude's confrontation with the rest of claude's confrontation with the country side—a place for his even in its entirely for the first time.

The drewings testify to Claude's confrontation with the country side—a place for his even in its entirely for the first time.

The drewings testify to Claude's confrontation with the country side—a place for his even the Cleude Gellée (ister known as Le Lorrain) was born near Nancy in France in 1600. By 1613 he was in Itely where he entered the service of the landscaps peinter Agootino Tassi. Before aettling in Rome In 1627 he had studled in Noples with